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ABSTRACT

Designed for use with students in grades 6-12, this curriculum guide uses primary source materials from the experience of Peace Corps volunteers in countries, such as the Dominican Republic, to enliven the study of geography, culture, and service. The guide aims to engage students in an inquiry about the world, themselves, and others as they focus on a culture other than their own. It contains learning activities and performance tasks to help students learn important lessons about geography; increase their understanding of other cultures; broaden their perspectives on the world; appreciate how they are connected to their world; become inspired to engage in service to others; and achieve important curriculum standards. The guide consists of three instructional units on: (1) geography, (2) culture, and (3) service. The Peace Corps volunteers' accounts of their experiences serve as teaching content. The guide is divided into five parts: (1) "Introduction"; (2) "Geography: It's More Than Just a Place" (Introduction; four modules; and Culminating Performance Task); (3) "Culture: It's More Than Meets the Eye" (Introduction; six modules; and Culminating Performance Task); and (4) "Service: You Can Make a Difference" (Introduction; six lessons; and Culminating Performance Task); and (5) "Appendix" (A Curriculum Framework; The Dominican Republic: An Overview; Map of the Domincan Republic; Bibliography; and Acknowledgements). (Contains a 25 item bibliography.) (BT)

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Insights from the Field

UNDERSTANDING GEOGRAPHY, CULTURE, AND SERVICE

Paul D. Coverdell
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Introduction

Welcome to Coverdell World Wise Schools' (CWWS) *Insights from the Field: Understanding, Geography, Culture, and Service* curriculum guide. We've designed this guide for use with students in grades 6-12. *Insights from the Field* is a unique curriculum resource because it uses primary source materials from the experience of Peace Corps Volunteers in countries around the globe to make the study of geography, culture, and service come alive—and help your students achieve important curriculum standards. We hope this curriculum guide will help you engage your students' minds, stir their hearts, and broaden their perspectives on our diverse and interconnected world.

The Purpose of This Curriculum

The purpose of this curriculum is to help you engage your students in an inquiry about the world, themselves, and others as they focus on a culture other than their own. We've created learning activities and performance tasks to help your students:

- Learn important lessons about geography;
- Increase their understanding of other cultures;
- Broaden their perspectives on the world;
- Appreciate how they are connected to their world;
- Become inspired to engage in service to others; and
- Achieve important curriculum standards.

Insights from the Field contains three instructional units—on geography, culture, and service, respectively. The units provide an example of how you can organize the study of ***any country*** around enduring, standards-based concepts in these subjects. They also demonstrate how students can take action on what they have learned.

In this particular curriculum guide, we use the example of primary source materials from Peace Corps Volunteers serving in the Dominican Republic. First-hand accounts of their lives and work in the Dominican Republic serve as a *vehicle* for teaching important content about geography, culture, and service. Keep in mind that your students will also be learning about issues and concepts that can be applied to *any* developing country. You can find primary source materials from other countries and cultures (e.g., stories and letters written by Peace Corps Volunteers) on our Coverdell World Wise Schools Web site: *www.peacecorps.gov/wws/educators*. All these materials can be downloaded for classroom use.

About the Peace Corps

America has a rendevous with what my friend, Joseph Campbell called a 'mighty muticultural future.' But we are not alone and the stone is not at the bottom of the hill. We have guides—[more than] 163,000 Peace Corps Volunteers who have advanced the trip. They have been going where our country is going. Out there in the world, as John F. Kennedy might say, is truly the new frontier.

Bill Moyers, Journalist and former Deputy Director of the Peace Corps

The Peace Corps is an independent agency of the United States Government that was established through the vision and efforts of President John F. Kennedy, who challenged Americans to dedicate two years of their lives to helping people in developing countries. The Peace Corps mission is to promote peace and friendship by making available willing and qualified U.S. citizens to interested countries to achieve the following three goals:

- To help the people of interested countries in meeting their needs for trained men and women;
- To promote a better understanding of the American people on the part of the peoples served;
- To help promote a better understanding of other peoples on the part of the American people.

Since the first group arrived in Ghana in 1961, Peace Corps Volunteers have served in more than 130 countries. Although programs vary from country to country based on the host nation's needs, Volunteers traditionally offer skills in education, agriculture, small business development, community development, the environment, and health. Before placement at their sites, Volunteers receive intensive training in the language and culture of their host countries as well as in technical skills. Cross-cultural training includes the study of the history, customs, and values of the host country and prepares Volunteers to become part of a local community for their two years of service. By living and working within their communities, Peace Corps Volunteers not only learn about the people of their host countries, but also offer their hosts around the world a chance to learn about Americans.

Coverdell World Wise Schools

An innovative, global education program of the Peace Corps, Coverdell World Wise Schools provides students in the United States with a real-world glimpse of life in countries where Peace Corps Volunteers serve. Since the program's inception in 1989 at the initiation of U.S. Senator Paul D. Coverdell, more than two million students in 50 states have "put a face on a place" as they have experienced a country through the eyes, ears, heart, and mind of Peace Corps Volunteers.

Coverdell World Wise Schools contributes to the third goal of the Peace Corps: to strengthen Americans' understanding about the world and its people. The program exists to engage students in inquiry about the world, themselves, and others in order to: promote understanding; broaden perspectives; appreciate global connections; and encourage service.

The program provides resources focused on geography, culture, and service. It brings the experience of Peace Corps Volunteers directly into the classroom through the use of videos, study guides, curriculum guides, stories, essays, primary resources, and correspondence "matches" that connect Peace Corps Volunteers with individual classrooms. Coverdell World Wise Schools resources are available on the CWWS section of the Peace Corps Web site: *www.peacecorps.gov/wws.*

When Peace Corps Volunteers return from overseas, they bring home knowledge of other peoples and cultures. They understand that the ability of the United States to function in the world community depends on the extent to which the American people understand life in other cultures, in other countries. They know that global interdependence is a reality, not just a catchword. Curriculum rooted in Volunteer experiences and grounded in what the Peace Corps knows about living and working effectively with others, helps students understand other cultures and develop a respectful and thoughtful worldview based on the first-hand knowledge and grass-roots experience.

It is our hope that, at the end of your *Insights from the Field: Understanding Geography, Culture, and Service* journey, you and your students will have captured something of the Peace Corps spirit and come away with a deeper understanding of the world, yourselves, and others.

A Standards-Based Approach

This curriculum guide is standards-based and organized around "big ideas" (concepts, principles, and enduring understandings) that cut across and transfer to other subject areas. The term "enduring understandings" comes from the curriculum framework proposed by Grant Wiggins and Jay McTighe in the 1998 ASCD publication *Understanding by Design* and in the 1999 publication *The Understanding by Design Handbook*. Enduring understandings, as defined by Wiggins and McTighe, refer to important ideas or core processes that have lasting value beyond the classroom. To determine enduring understandings, teachers are encouraged to ask: What do we want students to understand and be able to use several years from now, after they have forgotten the details. For a brief overview of the *Understanding by Design* framework and a definition of terms, see pages 171-172. We have identified the following enduring understandings for this curriculum guide.

Enduring Understandings

Geography:

- Where you live influences how you live; yet all of us are connected and interconnected with each other and the world.
- To gain a complete and accurate picture of a country, you need to draw on multiple sources of information and evaluate their quality and perspective.
- Natural disasters are great tragedies; yet they can bring people together, reinforce interconnections, and reveal surprising traits of heroism.
- There are cultural universals (common needs that unite all people) that, despite our geographical and cultural differences, connect us with others in the world in a common bond of humanity.

Culture:

- Everyone has a culture. Culture is dynamic and powerful. It shapes how we see ourselves, the world, and others.
- Culture is like an iceberg; some aspects are observable, others are beneath the surface. Invisible aspects influence/cause visible ones. To really understand another culture, you need to understand both the visible and invisible aspects of culture. To be effective in another culture, you must first understand your own.

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- Understanding someone from another culture can sometimes be hard, because people see the world, themselves, and others in fundamentally different ways. People behave as they do because of the things they believe in or value. People behave as they do for a reason. Beliefs vary from person to person and from culture to culture.

- Crossing cultures is a complex process where the ability to "read the context" and respond appropriately is everything. The ability to cross cultures respectfully can bring greater harmony and understanding into your school, community, and the world.

- It's possible to misinterpret things people do in a cross cultural setting. To keep from misinterpreting the behavior of others, you have to try to see the world from their point of view, not yours.

- Despite cultural differences, there are cultural universals that unite all people in a common bond of humanity.

Service:

- There is such a thing as 'the common good' and individuals can strengthen the common good through various forms of citizen action.

- Service matters. People in many communities volunteer to make a difference.

- You can make a difference in your school or community in a number of ways.

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Standards, Enduring Understandings, and Essential Questions

Teachers everywhere are grappling with the realities of raising students' performance and helping them master state and local content standards. Thus, we have made a special effort to link our learning activities to key content standards, enduring understandings, and essential questions (see examples on the opposite page) in the areas of geography, social studies, and language arts. We've based the concepts and skills presented in this guide on the nationally recognized curriculum content standards developed by the National Council for the Social Studies, the National Geographic Society, the Corporation for National Service, and the McREL (Mid-Continent Regional Education Laboratory) database of standards. Visit the Web site *www.mcrel.org* to access the database and learn more on how these standards were developed. For a complete listing of the standards addressed in this curriculum guide, see pages 13-14.

Based on the work of Wiggins and McTighe (1998, 1999), we related our selected content standards to "enduring understandings" (important concepts and big ideas that have lasting value beyond the classroom) and "essential questions." Essential questions are designed to provoke student curiosity, focus lessons, and stimulate inquiry. The chart on page 11 illustrates the relationship of standards to the enduring understandings and essential questions that we focus on in this curriculum guide.

Structure and Organization of this Guide

The units in *Insights from the Field* focus on geography, culture, and service, respectively. Each unit contains one or more ***modules*** designed to develop students' knowledge and skills in a specific curriculum area. In turn, the modules are divided into ***lessons*** with specific objectives that address the knowledge and skills related to the unit's enduring understandings and curriculum standards. The lessons contain engaging, real-world learning activities that prepare students to apply their knowledge in a ***culminating performance assessment task*** (see Appendix A, page 171) at the end of each unit. Each lesson also builds on and connects to the others within each module. The lessons can be adapted for use with students in grades 6-12.

Within the modules and lessons are ***worksheets,*** which include maps, primary source material for student research (e.g., transcripts of interviews with Peace Corps Volunteers), data charts, activity guides, performance checklists, and graphic organizers that you can adapt or reproduce for each lesson. In Appendix A, we provide you with an overview of the *Understanding by Design* framework. In Appendix B, page 173, you can find a brief overview of the history, geography, and culture of the Dominican Republic so that you have the background knowledge to place the lesson in a broader context. (Keep in mind that we only use the Dominican Republic as a *vehicle* for exploring a culture different from our own and for examining issues developing countries face.) Finally, there is a bibliography of text and electronic learning resources.

Table A

	Standards	Enduring Understandings	Essential Questions
Geography	Human systems: The characteristics, distribution, and complexity of Earth's cultural mosaics.	Where we live influences how we live.	How does where we live influence how we live?
Social Studies	Explain how information and experiences may be interpreted by people of diverse cultural perspectives and frames of reference. Identify and describe ways that regional, ethnic, and national cultures influence people's daily lives.	People really do see the world in fundamentally different ways. People behave as they do because of the things they believe in and value. People behave as they do for a reason. Culture is dynamic and powerful. It shapes how we view ourselves, the world, and others.	What explains why people see the world in fundamentally different ways? How does culture shape the way we understand ourselves, the world, and others?
Service	Recognize and interpret how 'the common good' can be strengthened through various forms of citizen action.	There is such a thing as 'the common good.' Individuals can strengthen the common good through various forms of citizen action.	What does the "common good" mean, and why does it matter?

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Flexible Use:

You can use this guide in a variety of ways to meet you own needs:

- As *stand-alone* curriculum units;
- As a resource to *enrich* your content curriculum;
- As individual units you can *adapt* to meet your students' needs; and
- As selected modules and lessons with the units that you can use on an *as-needed* basis for the study of many cultures.

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The Video: Destination: Dominican Republic

The video that accompanies this curriculum guide, *Destination: Dominican Republic*, is one of 12 CWWS videos on such countries as Senegal, Cameroon, Nepal, Lithuania, Poland, Krygystan, Honduras, and Paraguay. These videos bring the geography, culture, and Peace Corps Volunteers' service in another culture to life. Our CWWS videos "put a face on a place" and can stimulate students' interests in thinking about similarities and differences across cultures. In this curriculum guide, we have included pre-video and post-video viewing activities to be used with the *Destination: Dominican Republic* video. You can use these video-viewing activities with videos on other countries as well.

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Making Connections: Student Journals

Reflection plays an important part in the exploration of important concepts and ideas, especially when your goal is to deepen student understanding of the world, themselves, and others. Journal writing provides an opportunity for students to think about their own lives, how they're connected to others, and about questions that often don't have easy answers. Journaling is a two-way communication vehicle between teachers and students. It provides a living record of how student thinking is maturing over time. For these reasons, we have made journal prompts and student journal entries an important part of each lesson. We've used journal writing for a number of different purposes:

- To access students' prior knowledge.
- To help students summarize what they've learned.
- To provoke student thought.
- To have students reflect on their learning.

Content Standards
Addressed in
this Guide

National Geography Standards

The World in Spatial Terms

Geography is the study of the relationships between people, places, and environments by mapping information about them into a spatial context.

The geographically-informed person knows and understands:

- How to use maps and other geographic representations, tools (e.g., charts and graphs), and technologies to acquire, process, and report information from a spatial perspective.
- How to analyze the spatial organization of people, places, and environments on the Earth's surface.

Human Systems

People are central to geography in that human activities help shape Earth's surface, human settlements and structures are part of Earth's surface, and humans compete for control of Earth's surface.

The geographically-informed person knows and understands:

- The characteristics, distribution, and complexity of Earth's cultural mosaics.

National Council for the Social Studies Standards

Culture *(NCSS Theme I)*

Social studies programs should include experiences that provide for the study of culture and cultural diversity so that the learner can:

- Compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.
- Explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.

Individual Development and Identity (NCSS Theme IV)

Social studies programs should include experiences that provide for the study of individual development and identity so that the learner can:

- Identify and describe ways in which regional, ethnic, and national cultures influence individuals' daily lives.
- Identify and describe the influence of perception, attitudes, values, and beliefs on personal identity.

Civic Ideals and Practices (NCSS Theme X)

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic so that the learner can:

- Recognize and interpret how the "common good" can be strengthened through various forms of citizen action.
- Examine strategies designed to strengthen the "common good," which consider a range of options for citizen action.
- Participate in activities to strengthen the "common good," based upon careful evaluation of possible options for citizen action.

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Service-Learning Standards *(Adapted from the Corporation for National Service and the Alliance for Service-Learning Reform)*

The learner will be able to design an individual or group project that:

- Meets actual community needs.
- Is coordinated in collaboration with a community.
- Is integrated into the academic curriculum.
- Facilitates active student reflection.
- Uses academic skills and knowledge in real world settings.
- Helps develop a sense of caring for and about others.
- Improves the quality of life for those served.

Language Arts Standards

(Identified by the Mid-Continent Regional Education Laboratory)

Standard 1: The learner will be able to demonstrate competence in the general skills and strategies of the writing process.

Standard 4: The learner will gather and use information for research purposes.

Standard 5: The learner will demonstrate competence in the general strategies of the reading process.

Standard 6: The learner will demonstrate competence in the general skills and strategies for reading a variety of informational and literary texts.

Standard 8: The learner will demonstrate competence in speaking and listening as tools for learning.

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Unit One

Geography: It's More than Just a Place

The Unit at a Glance

We've designed this unit to enhance student understanding of the human and physical aspects of geography, using the Dominican Republic as an example. It's divided into four separate modules, each of which contain a number of lessons that can be adapted for students in grades 6-12. Each module is organized around one or more enduring understandings and essential questions. All modules revisit, from a different vantage point, the major theme of *where we live influences how we live*. Because of this, you can adapt individual lessons in a module to the study of any country you wish. This unit is flexible. You can teach the entire unit, or you can select particular modules, or you can adapt the modules or lessons to meet your students' needs. Each of the modules is designed to deepen students' understanding of the geography of the Dominican Republic—and of the concept of geography in general. Together, the lessons "put a face on a place" and help students understand that, despite geographical differences, we are all connected in a common bond of humanity.

This is a standards-based unit, designed to address the standards of the National Council for the Social Studies and the National Geographic Society, as well as the Language Arts Standards identified by McREL (Mid-Continent Regional Education Laboratory). We've also organized this unit around four enduring understandings. As noted in the Introduction, these are important ideas and core skills that have lasting value beyond the classroom. They involve generalizations that will endure over time (Wiggins and McTighe 1999).

Enduring Understandings

The enduring understandings for this unit are:

- Where we live influences how we live; yet all of us are connected and interconnected with each other and the world.
- To gain a complete and accurate picture of a country, you need to draw on multiple sources of information and evaluate their quality and their perspective.
- Natural disasters are great tragedies. However, they can bring people together, reinforce interconnections, and reveal surprising traits of heroism.
- Working together to respond to a natural disaster can unite us with others in a common bond of humanity.

Essential Questions

We have organized the four modules in this unit to address a number of "essential questions," related directly to the enduring understandings above, and intended to guide teaching and evoke student curiosity and interest. Because they are designed to stimulate student thinking and discussion, essential questions are open-ended and do not have an obvious "right" answer. The essential questions are:

- How does where we live influence how we live?
- Why does where we live influence how we live?
- No matter where we live, how are we all connected with each other and the world?
- How does using multiple sources of information give us a more accurate picture of a place and its people?
- Why do we need to evaluate the quality and accuracy of information we find?
- How is our picture of a country dependent on the sources we use to investigate it?
- How can responding to natural disasters unite a community?
- How can working together to respond to a natural disaster bind people together in a common bond of humanity?

Topical Questions

Topical questions flow from essential questions, but are more narrowly focused and content-specific (McTighe and Wiggins 1999). While essential questions can be used for the study of many different countries, the topical questions in this unit are specific to the Dominican Republic. The table on page 18 shows the relationship between enduring understandings, essential questions, and topical questions for this unit.

Knowledge and Skills

While organized around enduring understandings and essential questions, this unit also targets specific knowledge and skills. These are listed below.

KNOWLEDGE

Students will *know*:

- The location, topography, and major cities of the Dominican Republic.
- That where you live influences how you live.
- That one data source alone does not present a complete picture of life and people in a country.
- That deep understanding of a country and its people requires us to look at multiple sources of information and evaluate their accuracy and quality.
- That despite the destruction caused by natural disasters, they can bring people together, reinforce interconnections, and reveal surprising traits of heroism.
- There exist "cultural universals" that, in spite of differences across cultures, unite us in a common humanity.

SKILLS

Students will *be able to:*

- Explain how where you live influences how you live.
- Explain why and how, no matter where we may live, we are all connected and interconnected with the world.
- Interpret charts that identify the Dominican Republic's demographics and reflect on what they reveal.
- Compare the demographics of the Dominican Republic with those of the United States to expand students' perspectives about the nature of different places and cultures.
- Explain the dynamics of hurricanes and demonstrate empathy for the people in the Dominican Republic whose lives were impacted by hurricanes.
- Explain how natural disasters can frequently bring people together in new and unexpected ways.

> *I can never again stir lumps of very cheap sugar into a cup of Irish breakfast tea without reflecting on the international relations of production and consumption that forced my old neighbor and friend, Biu,... at the age of 43 and following 15 pregnancies, to wrap a cloth around her head and shoulder a focie (sharp hoe) to work clearing sugar plantations for $1.25 a day so that she could try to feed her children.*
>
> *Nancy Schepher-Hughes*
> *Anthropologist,*
> *(RPCV Brazil)*

Assessing Student Understanding

We believe that a variety of strategies are needed to fully assess understanding. In this unit we've used the following strategies:

- Written products in response to academic prompts.
- Journal reflections in response to academic prompts.
- Formal observations of student work on maps, graphic organizers, and demographic charts.
- Student self-assessment checklists.
- Peer review and feedback.
- Culminating performance tasks.

Table B

Enduring Understandings	Essential Questions	Topical Questions
• Where we live influences how we live, yet all of us are interconnected with each other and the world.	• How does where we live influence how we live? • No matter where we live, how are we all interconnected with each other and the world?	• How does living in the United States influence how we live? • How does living in the Dominican Republic influence how people live? • How is living in an urban area different from living in a rural area? • How are people in the United States interconnected with the people in the Dominican Republic?
• To gain a complete and accurate picture of a country, you need to draw on multiple sources of information—and evaluate their quality and their perspective.	• How does using multiple sources of information give us a more accurate picture of a place and its people? • Why do we need to evaluate the quality and accuracy of information we find? • How is our picture of a country dependent on the sources we use to investigate it?	• What sources of information will give us the most accurate picture of the Dominican Republic? • How do we evaluate the quality and accuracy of the information about the Dominican Republic that we find? • How will our picture of the Dominican Republic be influenced by the information sources we use to investigate it?
• Natural disasters are great tragedies. However, they can bring people together, reinforce interconnections, and reveal surprising traits of heroism.	• How can responding to natural disasters unite a community?	• How did their response to Hurricane Georges unite people living in the Domincan Republic?
• Working together to respond to a natural disaster can bind people together in a common bond of humanity.	• How can responding to natural disasters unite people from different countries in a common bond of humanity?	• How did responding to the devastation caused by Hurricane Georges unite people from different countries in a common bond of humanity?

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Content Standards Addressed in This Unit

National Geography Standards

The World in Spatial Terms

Geography is the study of the relationships between people, places, and environments by mapping information about them into a spatial context.

The geographically-informed person knows and understands:

- How to use maps and other geographic representations, tools (e.g., charts and graphs), and technologies to acquire, process and report information from a spatial perspective.
- How to analyze the spatial organization of people, places, and environments on the Earth's surface.

Human Systems

People are central to geography in that human activities help shape Earth's surface, human settlements and structures are part of Earth's surface, and humans compete for control of Earth's surface.

The geographically-informed person knows and understands:

- The characteristics, distribution, and complexity of Earth's cultural mosaics.

National Council for the Social Studies Standards

Culture (NCSS Theme I)

Social studies programs should include experiences that provide for the study of culture and cultural diversity so that the learner can:

- Compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.
- Explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.

Individual Development and Identity (NCSS Theme IV)

Social studies programs should include experiences that provide for the study of individual development and identity so that the learner can:

- Identify and describe ways in which regional, ethnic, and national cultures influence individuals' daily lives.
- Identify and describe the influence of perception, attitudes, values, and beliefs on personal identity.

Language Arts Standards *(Identified by the Mid-Continent Regional Education Laboratory)*

- The learner demonstrates competence in the general skills and strategies of the writing process.
- The learner demonstrates competence in the general skills and strategies for reading a variety of informational texts.
- The learner will gather and use information for research purposes.
- The learner will demonstrate competence in speaking and listening as tools for learning.

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Where We Live Influences How We Live

Afoot and light-hearted
I take to the open road,
Healthy, free, the world before me,
The long brown path before me
leading wherever I choose.

Walt Whitman, Poet

The Module at a Glance

By focusing on life in the United States as compared with life in the Dominican Republic, students will begin to explore the essential question, *How does where we live influence how we live?* They will locate the Dominican Republic on a map and examine primary source data on the Dominican Republic in the form of written observations about geography and climate from Peace Corps Volunteers who have served there. This module is organized to address the enduring understanding, essential question, and content standards listed in the sidebar on page 21.

Lesson One: Where in the World is the Dominican Republic?

Objectives:

- Students will be able to explain how where they live influences how they live.
- Students will be able to locate the Dominican Republic and its major cities on a Western Hemisphere map.

Instructions:

1. Present students with the essential question: *How does where we live influence how we live?* Invite responses. Next, ask students to reflect on the place they call "home" and how their own physical surroundings (location, population, climate, physical features, etc.) influence the way they live.

2. To further student thinking about where they live, give categories, such as the jobs that are available, the type of homes people live in, the transportation systems available to them, the things they do to have fun, the clothing people wear, the food they eat, and so on. Ask students to generate examples for each category.

3. Ask students this question: If you lived somewhere else in the world, in a place that was very different, how might your life be different? Give examples such as, if you lived in Alaska instead of Florida? If you lived in Los Angeles, California, instead of in a small suburban town in Kentucky? If you lived in the mountains instead of by the ocean? In Canada or France instead of in the United States? On a farm rather than in a city?

4. Ask students to draw conclusions about how where we live influences how we live. Write their conclusions on the board.
5. Provide students with a copy of the graphic organizer on Worksheet #1: *How Does Where We Live Influence How We Live?* on page 22. Ask them to reflect on the categories listed on the graphic organizer and then to describe (in writing) life in the United States in those categories, based on their own experiences.
6. When they have finished writing, ask students to share and compare their responses with a partner.
7. Using a world map, ask students to locate the Dominican Republic. Mention that the Dominican Republic shares the island of Hispaniola with Haiti, that its capital is Santo Domingo, and that it is just 600 miles south of Florida. Also mention that it is the first place that Columbus landed in 1492.
8. Ask students: Given the location of the Dominican Republic, what assumptions can they make about how where we live influences how we live (e.g., "it's south of Florida, so it must be warm"). Have students make a list of assumptions or predictions about what life might be like in the Dominican Republic. This can be done in small groups or as a whole class.
9. Show students a map of the Dominican Republic (see page 180). Ask students to circle the capital, Santo Domingo, and the "second capital," Santiago. Next ask them to find and circle Pico Duarte (Duarte Peak), the highest mountain peak in the West Indies.
10. Mention to students that, since 1962, approximately 3,200 Peace Corps Volunteers have served in the Dominican Republic. Presently there are roughly 150 serving there. The projects in which they serve include agricultural improvement, education, environmental awareness, forestry, health, water sanitation, and small business development in urban and rural areas.
11. Ask students to circle on their maps several cities and towns where Peace Corps Volunteers have served: Moca (north central), Sabaneta (northwest), Samana (east), and Hato Mayor (southeast). Let students know that, later in the lesson, they will be reading what Peace Corps Volunteers had to say about life in these areas.

Enduring Understanding:

Where we live influences how we live.

Essential Question:

How does where you live influence how you live?

Standards:

National Geography Standards:

- How to analyze the spatial organization of people, places, and environments on the Earth's surface.

Language Arts Standard:

- The learner will demonstrate competence in the general skills and strategies for reading a variety of informational and literary texts.

Assessments:

Journal Entries; Completion of Graphic Organizers.

Materials:

Map of the Dominican Republic; *Primary Source Packet: Interviews with Peace Corps Volunteers Serving in the Dominican Republic*

Time: Two days

Worksheet #1

You live in the United States.
How does where you live influence how you live?

Directions: Please provide examples for each category below.

- The effect of weather and climate on people's daily lives.

- The effect of geographic features (mountains, rivers, forests, oceans, etc.) on daily life.

- The kind of transportation that is available to people.

- The ways in which people earn a living.

- The types of homes in which people live.

- The kinds of roads on which people travel.

- The availability of water and electricity and other necessities of life.

Lesson Two: Geography, Climate, and Community in the Dominican Republic

Objectives:

- Students will be able to use primary source materials on the Dominican Republic to explore the question: How does where you live influence how you live?
- Students will be able to describe the geography and climate of the Dominican Republic.
- Students will be able to describe how life in the Dominican Republic and life in the United States are similar and different.

Instructions:

1. We'd like to suggest that you introduce the geography of the Dominican Republic to your students by using scenarios that add purpose, curiosity, and importance to their study. Scenarios invite students to step into a real-world situation and ask: What do I need to know about this place? How will this place affect how I live? You'll find some scenarios below. Or, you and your students can come up with your own.

2. SCENARIOS: Ask students what they would want or need to know if:
   - They just learned that their family is moving to the Dominican Republic.
   - They were going to participate in a student exchange program and live in the Dominican Republic for a summer or a semester.
   - They were about to graduate from college and begin their first job working for an international business that is sending them to work in the Dominican Republic. Have students jot down items individually. Follow with a whole class discussion. Make a list on the chalkboard or an overhead projector of frequently mentioned items.

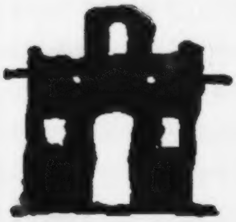
3. Inform students that they are now going to learn about life in the Dominican Republic from the real-world experience of Peace Corps Volunteers who have served there. Mention that these are primary source documents. Volunteers were either interviewed or asked to complete a questionnaire that focused on what they thought life was like in the Dominican Republic.

4. Provide each student with a copy of one of the two *Primary Source Packets* on pages 26-36. There is one packet for middle school students and another, more extensive one, for high school students. The packets contain primary source material that summarizes Peace Corps Volunteers' impressions and feelings about the location and the community where they served—and also about the geography and climate of the Dominican Republic.

5. We suggest that you organize this learning experience as a cooperative learning "jigsaw" activity. Divide students into groups of three. In their groups of three, each student will be reading different material in the *Primary Source Packet*. Designate students in each group as #1, #2, or #3. Student #1 will be reading about "My Location," Student #2 will be reading about "My Community," and Student #3 will be reading about "Geography and Climate."

Each country has its own way of saying things. The important thing is that which lies behind people's words.

Freya Stark, Author



6. Have all #1s move to one table; have all #2s move to another table; and have all #3s move to another table. Ask students to read their section silently and then, at your signal, have them discuss what they have learned with the others at their table.

7. Provide each table with enough copies for all students of the graphic organizer on Worksheet #2 on page 25. Ask students to record notes on the organizer as they are reading and discussing their assigned section of the *Primary Source Packet*.

8. After students have read about their assigned topic and recorded their findings on the graphic organizer, ask them to return to their original group of three with their completed graphic organizer and share their responses with the other two students in their group. As they are listening to and learning from their partners, ask students to take additional notes on their graphic organizers.

9. After listening to their partners and searching the Peace Corps Volunteers' questionnaire responses for answers, bring the class together to discuss:
   - What picture is emerging of the Dominican Republic?
   - Is it a complete picture?
   - How would your life be different if you lived in the Dominican Republic? How would it be the same?
   - How accurate were your initial assumptions about the Dominican Republic as compared to what you have learned?
   - Have each student add additional information under each question on Worksheet #2.

Journal Entry:

Ask students to reflect on the following two questions and to record their answers in their journals:

- Compare your life in the United States with life in the Dominican Republic, based on the categories provided in the two graphic organizers you've completed (Worksheets #1 and #2) and the Volunteer quotes.
- Describe what you've discovered about how "*where you live influences how you live.*"

Worksheet #2

You live in the Dominican Republic.
How does where you live influence how you live?

Directions: Read the Volunteers' quotes in your Primary Resource Packet and write examples under each category.

- The effect of weather and climate on people's daily lives.
- The effect of geographic features (mountains, rivers, forests, oceans, etc.) on daily life.
- The kind of transportation that is available to people.
- The ways in which people earn a living.
- The types of homes in which people live.
- The kinds of roads people on which travel on.
- The availability of water and electricity and other necessities of life.

Primary Source Packet (Middle School Level)

Interviews with Peace Corps Volunteers Serving in the Dominican Republic

My Location

"I live in the village of La Pina in the northwest of the country in the hills of the central mountain range. I am nine kilometers south of the town of Los Almacigos. It is a 25-35 minute motorcycle ride up and down hills on a dirt road. It's a bumpy ride, but is breathtaking: a view of palms, pines, and rolling hills of farms. Once in town, it's another 15 kilometer ride northeast to the provincial capital of Sabaneta. It takes an hour (on average) in a crowded minivan. Once in Sabaneta, it takes anywhere from four to six hours to get to the capital, Santo Domingo. It's a long but beautiful trip through all parts of the country: mountains, cities, rivers, lush forests and deforested areas, and fields of rice and farms of plantains." (Alexandra Fowler)

"During my two years of Peace Corps service, I have lived in two different areas of the country. My first year of service was in a village (El Arrozal) in the region of Monte Cristi. Monte Cristi is located in the northwest tip of the island. My first site was in a town called Villa Vasquez in the community, El Arrozal. Villa Vasquez is located 20 minutes from the town of Monte Cristi. It is a two-hour ride to Santiago, the second capital, and an additional three to Santo Domingo. Traveling from Santo Domingo to Villa Vasquez was a great way to learn about the climate and the landscape. You pass through rice fields, mountainsides, plains, deserts, various colors of soil (red, brown, black, and white). The area of Villa Vasquez is desert, similar to Arizona, with cactus and few trees. The climate is dry with little-to-no rain.

"My current site is Santo Domingo. I live in a town about 45 minutes from the center of Santo Domingo on public buses or cars. The town is not much different from a large town in the United States. There are large buildings 20 stories high, resort hotels, banks, supermarkets, shopping centers, casinos, fast food restaurants, six-island gas stations with food marts, and a lot of traffic. The climate is humid, and there are a variety of trees—from palm trees to fir trees." (Michele Stora)

"I live about halfway up a mountain in a beautiful valley. The community is in the south/central part of the country. It's about three hours from the capital. For part of the trip to my village (Los Martinez), I get into a big, old Chevrolet along with eight people, or I use our community's truck, if it's a transport day (Wednesday, Saturday, or Sunday). Our truck is bright red. It's always full of people sitting on top of sacks of vegetables and usually has chickens tied on the back. On the trip, you see tall, green mountains in the distance. When you reach the bottom of the mountain, you either continue up in the truck or get out of the car and wait for someone with a horse or motorcycle to give you a ride. Our road is really steep and winding. When it rains, it is impassible in a vehicle. But once you reach the top, you can see the ocean. The scenery is amazingly beautiful." (Leslie Dominguez)

* * *

"Las Lagunas has a population of about 5,000, and the town is spread out along a rolling plateau. The houses are most densely placed at the entrance of the town. The quality of life worsens as you travel away from the entrance of the town. Most houses are constructed of palm wood planks with cement floors. Only the families that live in cement houses have water running directly to their houses. The majority of houses have outdoor latrines and zinc roofs. The primary source of income is farming. Few farmers are able to produce crops on a large scale. They produce only enough to feed their families. I would say that my town is similar to the majority of villages in the Dominican Republic." (Kristen Caputo)

* * *

My Community

"About 30,000 people live in Hato Del Yaque now, but it wasn't always like this. My community is called a 'government relocation project.' In 1979, there was a large hurricane in the Dominican Republic, and all the people who lived alongside the river in Santiago lost their homes. For the next two years, these people had to live in a school while they got their lives back together. The government tried to help by building a community about 10 kilometers outside Santiago, which is now Hato Del Yaque. The town consists of six long, straight streets of cement duplex houses. Each side of the duplex is the same. They all have four rooms—two bedrooms, a living room, and a kitchen. There is an outside bathroom with a latrine and septic tank. There are no paved roads or telephones. There is running water, but it is only available every few days for a few hours. When the water comes, we fill our tanks and then use it as needed. There is also electricity, but it usually goes out for at least a few hours every night." (Niki Scott)

"El Arrozal, my first site, was a small *barrio* (neighborhood) outside of Villa Vasquez. Less than 600 people live there. The *barrio* has three different housing sectors. The first sector has two-story, cement buildings that contain four three-bedroom apartments each. The apartments are constructed of cement. They are painted in bright colors—usually blue, green, or pink. They have a closed front balcony, a small kitchen, a living room/dining room, bathroom with modern facilities, and a small utility room off the kitchen. The second sector, behind the first, consists of small two-room wooden houses with dirt floors. Usually one room is used as a bedroom and the other as an all-purpose room. The kitchen is located outside but is connected to the house by a roof. The bathroom is also outside and divided into two separate sectioned-off areas. One is the latrine and the other is used for bathing. The third sector, where I lived, is made up of cement-block houses. Corrugated zinc is used for the roofs. The houses have either three or four rooms, a front porch, and cement floors. The bathrooms are similar to the wooden-house sector. The neighborhood has no running water, but does have electricity. The majority of women are housewives or employees in other peoples' homes. The majority of men work in the local rice fields. The families who live in the apartments in the first sector are mainly teachers and office workers.

"My second site, in a town just outside of Santo Domingo, the capital, is very modern and the exact opposite of El Arrozal. The town is similar to many of the larger towns in the country. It has running water, electricity, paved streets, open-air produce markets, pharmacies, corner stores, ice cream shops, hardware stores, and specialty stores. The majority of houses are constructed of cement." (Michele Stora)

"I have the good fortune of living in a rural fishing village off the beautiful Samana Bay. The houses are brightly colored and made of wood or cement blocks with smooth-finished walls. The community consists of about 1,500 people. The main sources of income are fishing and agriculture. The village has lush greenery year-round due to a propensity of rain in the area, as well as a nice breeze coming off the water. I live in a small, pale-green, cement block house about 20 yards from the beach. I sometimes worry about hurricanes, as I live along the "hurricane route," and my house only has a zinc roof. The village is isolated. Access is through a single, poorly constructed dirt road which has more potholes than you can imagine. "
(Darshana Patel)

"The population of the city of Hato Mayor is between 50,000 and 60,000. In this small city, there is a small concentration of upper- and middle-class Dominicans. The bulk of the population is lower-middle class and poor. When I first came here, I was surprised at the size of the commercial district. In addition to innumerable corner grocery stores located throughout the town, there are blocks of stores of virtually any kind, such as hardware, appliances, travel agencies, clothing and shoe stores. I can buy the same basic food here as I can in the capital. My house is made of cement blocks with a zinc roof. It can only be described as small. The total inside, door-to-door measurements are 22 by 10, which is divided into a living room, a bedroom, and a kitchen. I have a fully functioning indoor bathroom with a shower. The furnishings are basic and I love it!" (Mary Bosy)

Geography and Climate

"The physical geography and climate dominates the lives of the people in my community because they are dependent on the land. If there is too much or too little rain, their lives grow very difficult. If it's very hot or raining, people stay home. No work can be done outside when it rains, and children often are kept from school because of the rain. The climate reflects the physical appearance of my community: If the weather has been good, the fields will be filled with healthy crops, the people will be happy, and the grocery store shelves will be brimming with goods. If the weather has been bad, the opposite situation occurs."
(Kristen Caputo)

"The country is very mountainous and varied. I live in the northeast where it is flat and dry. It rains usually every day from May to January. We have had a dry year this year to the extent that rivers dried up, but it has started to rain again and the rivers are flowing and clean. The weather is very hot and humid most of the time, with winters a little cooler at night. When it does rain a lot, rivers can flood and lock people in for a week or so." (Margaret Borelli)

"I live in a hot place, so rain plays an important role in daily life. It provides drinking water and fills the rivers for washing clothes and bathing. Yet, people won't go out in the rain. Sometimes meetings are called off because of rain, and children are kept home from school. This is particularly true in the countryside." (James Weglarz)

Primary Source Packet (High School Level)

Interviews with Dominican Republic Peace Corps Volunteers

My Location

"I live in the town of Hato Del Yaque, just outside of Santiago, which is the second largest city in the country. It's in the middle of the country, so there are a lot of people who have never even seen the beach. Although the beach is only a couple of hours away, most people don't have money to travel for pleasure. To get to my town from Santo Domingo, the capital, I can catch a bus that goes straight to Santiago along a four-lane highway. The ride takes about two hours, and the scenery is varied. There are lots of hills covered with palm trees and even some pine trees between big green rice fields. When I arrive in Santiago, I have to catch a public car. These cars run a specific route like a bus, and stop so people can get off and on. The big difference is it's a car—three people in front (including the driver) and four in the back. At the bridge, I catch a minivan to my town. We have to wait until the van fills up before we go. 'Full' is about 25 people, so it's very crowded. It takes about 15 or 20 minutes to get from the bridge to my house. The road passes through city neighborhoods and rice and pineapple fields. " (Niki Scott)

* * *

"I live in the village of La Pina in the northwest of the country in the hills of the central mountain range. I am nine kilometers south of the town of Los Almacigos. It is a 25-35 minute motorcycle ride up and down hills on dirt roads. It's a bumpy ride, but the scenery is breathtaking: palms, pines, and rolling hills of farms. Once in town, it's another 15 kilometer ride northeast to the provincial capital of Sabaneta. It takes an hour (on average) in a crowded minivan. Once in Sabaneta, it takes anywhere from four to six hours to get to the capital, Santo Domingo. It's a long but beautiful trip through all parts of the country: mountains, cities, rivers, lush forests and deforested areas, and fields of rice and farms of plantains." (Alexandra Fowler)

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"During my two years of Peace Corps service, I have lived in two areas of the country. My first year of service was in a village (El Arrozal) in the region of Monte Cristi. Monte Cristi is located in the northwest tip of the island. My first site was in a town called Villa Vasquez in the community, El Arrozal. Villa Vasquez is located 20 minutes from the town of Monte Cristi. It is a two-hour ride to Santiago, the second capital, and an additional three to Santo Domingo. Traveling from Santo Domingo to Villa Vasquez was a great way to learn about the climate and the landscape. You pass through rice fields, mountainsides, plains, deserts, various colors of soil (red, brown, black, and white). The area of Villa Vasquez is desert, similar to Arizona, with cactus and few trees. The climate is dry with little-to-no rain.

"My current site is Santo Domingo, which is the exact opposite of Villa Vasquez. I live in a town about 45 minutes from the center of Santo Domingo on public buses or cars. The town is not much different from a large town in the United States. There are large buildings 20 stories high, resort hotels, banks, supermarkets, shopping centers, casinos, fast food restaurants, six-island gas stations with food marts, and a lot of traffic. The climate is humid, and there are a variety of trees—from palm trees to fir trees." (Michele Stora)

* * *

"I live in the town of Las Lagunas. It is located in the southwest of the country. It is the closest town to Pico Duarte, the highest peak in the Dominican Republic. My town sits on a plateau about 3,000 feet high. The geography is rough. It is forested but not densely. The main tree is pine. On public transportation, it takes between four and six hours to get from Las Lagunas to Santo Domingo. From the capital, one would take a bus going to Azua. Once in Azua, you take another bus to Padre las Casas. Then you take a truck up the mountain to my site. Once you leave the capital and begin to travel west, the landscape is flat and covered either with mesquite or cactus, or flat farm land. In the far distance, you can see many mountain ranges. Once through Azua, you begin to climb in elevation and the vegetation grows greener. Population density is largest in the major cities." (Kristen Caputo)

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"I live about halfway up a mountain in a beautiful valley. The community is in the south/central part of the country. It's about three hours from the capital. For part of the trip to my village (Los Martinez) I get into a big, old Chevrolet along with eight other people, or I use our community's truck, if it's a transport day (Wednesday, Saturday, or Sunday). Our truck is bright red. It's always full of people sitting on top of sacks of vegetables. On the trip, you see tall, green mountains in the distance. When you reach the bottom of the mountain, you either continue up in the truck or get out of the car and wait for someone with a horse or motorcycle to give you a ride. Our road is really steep and winding. If it rains, it's often impassible in a vehicle. But once you reach the top of the mountain, you can see the ocean. The scenery is amazingly beautiful." (Leslie Dominguez)

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"My town, Hato Mayor, is located 65 miles northeast of the capital city, Santo Domingo, almost midway between the Caribbean Sea to the south and the Atlantic Ocean to the north. Hato Mayor is really a small city with a population of between 50,000 and 60,000. Physically, Hato Mayor is not very attractive, but the surrounding countryside is lovely. This is cattle and citrus fruit country, and even with the erratic rainfall of the past few years, the hills and trees and pastures are green and lush. Travel between Hato Mayor and Santo Domingo takes about two and a half hours on a small, commercial bus. Along the way, you see sugarcane fields and various beach resorts located on the Caribbean. Traffic becomes more congested as you head into Santo Domingo." (Mary Bosy)

* * *

My Community

"I live in Los Campachos. It has a population of about 2,000 people. Closer to the town of Moca, there are nice looking cement houses with spacious yards, but also poorer looking wooden shacks. The primary source of income is agriculture (plantains, yucca, and bananas) and raising animals (pigs, chickens, and goats). I hear roosters before the crack of dawn and horses' hooves in the early morning carrying food for the animals. People work very hard and get up before the sun rises to begin their daily chores." (Juvy Bertoldo)

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"About 30,000 people live in Hato Del Yaque now, but it wasn't always like this. My community is what is called a 'government relocation project.' In 1979, there was a large hurricane in the Dominican Republic and all the people who lived alongside the river in Santiago lost their homes. For the next two years, these people had to live in a school while they got their lives back together. The government tried to help by building a community about 10 kilometers outside Santiago, which is now Hato Del Yaque. The town consists of six long, straight streets of cement duplex houses. Each side of the duplex is the same. They all have four rooms—two bedrooms, a living room, and a kitchen. There is an outside bathroom with a latrine and a septic tank. There are no paved roads or telephones. Running water is available once every few days for a few hours. There is also electricity, but it usually goes out for at least a few hours every night. Hato Del Yaque is not just the government houses any more. Lots of people have moved here from the country during the last 10 years." (Niki Scott)

* * *

"La Pina is a small village whose inhabitants are mainly farmers. Of course, there are teachers and store owners, but most men spend their days on the hillsides planting and harvesting sugar cane, yucca, sweet potatoes, beans, peas, rice, and plantains. The women spend most of the day cooking and cleaning. They sweep and mop their houses, wash their clothes by hand, and cook over a wood or propane-fueled earth stove. The kitchen is almost always a detached structure. The houses are most often made of wood. My little cottage is a pine house with a zinc roof that reaches unbelievably high temperatures in the summer." (Alexandra Fowler)

"El Arrozal, my first site, was a small *barrio* (neighborhood) outside of Villa Vasquez. Less than 600 people live there. The barrio has three different housing sectors. The first sector has two-story, cement buildings that contain four three-bedroom apartments each. The apartments are constructed of cement with smoothed-out walls and roof. They are painted in bright colors—usually blue, green, and pink. They have a closed front balcony, a small kitchen, a living room/dining room, a bathroom with modern facilities, and a small utility room off the kitchen. The second sector, behind the first, consists of small two-room wooden houses with dirt floors. Usually one room is used as a bedroom and the other as an all-purpose room. The kitchen is located outside but connected to the house by a roof. The bathroom is also outside and is divided into two sectioned-off areas. One is the latrine and the other is used for bathing. The third sector, where I lived, is made up of cement-block houses. Corrugated zinc is used for the roofs. The houses have either three or four rooms, a front porch, and cement floors. The bathrooms are similar to the wooden house sector. The neighborhood has no running water, but does have electricity. The majority of women are housewives or employees in other peoples' homes. The majority of men work in the local rice fields. The families who live in the apartments in the first sector are mainly teachers and office workers.

"My second site is in a town just outside of Santo Domingo, the capital. It is very modern and the exact opposite of El Arrozal. The town is similar to many of the larger towns in the country. It has running water, electricity, paved streets, open-air produce markets, pharmacies, corner stores, ice cream shops, hardware stores, and specialty stores. The majority of houses are constructed totally of cement." (Michele Stora)

* * *

"I have the good fortune of living in a rural fishing village off the beautiful Samana Bay. The houses are brightly colored and made of wood or cement blocks with smooth-finished walls. The population is about 1,500. The main sources of income are fishing and agriculture. The village has lush greenery year round due to a propensity to rain in the area, and a nice breeze coming off the water. I live in a small, pale-green, cement block house about 20 yards from the beach. I sometimes worry about hurricanes, as I live along the "hurricane route" and my house only has a zinc roof. The village is isolated, as access is through a single poorly constructed dirt road." (Darshana Patel)

* * *

Geography and Climate

"The climate here is fairly regular all year round. The average temperature is about 85 degrees. It can be as hot as 100 degrees during the summer and as cold as 65 degrees during the winter. It rains more during hurricane season (July-November). Certain areas of the country have different climate norms. Some areas are very dry and require lifestyles suitable to lack of water. Other areas get so much rain that schools and stores close due to road conditions. It is cooler at higher elevations in the mountainous regions. The people most affected by the climate are those in agricultural communities who depend upon rain for harvesting and planting." (Michele Stora)

* * *

"From April to October, the Dominican Republic has temperatures in the 90s with comparable humidity. Everyone, regardless of nationality, complains of the heat, particularly when coupled with a power outage, making electric fans useless. If at all possible, walking is discouraged between noon and 4 p.m. Personally, I avoid bus travel during this same time period simply because the excessive heat becomes as uncomfortable for me in the overcrowded bus." (Mary Bosy)

* * *

"The Dominican Republic is fairly mountainous, and there are several different climates. In the northwest, where I live, it is quite dry. As you go further north, you find cacti forests and a virtual desert. In the central area, the land is flat and has become the largest, most productive farming area. The southeast is much more humid and lush. The intense heat slows life down here. People move at a more leisurely pace. There is a large migration to the major cities from the countryside. People move to find jobs and food, because the mountains that they have farmed for so long are no longer producing due to deforestation. Soil erosion is taking its toll." (Siobhan Foley)

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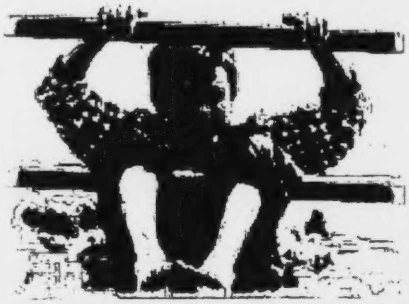
Understanding Demographics

The Module at a Glance

This module is designed to help students understand that demographic data are one of many information sources about a country. Students will see that demographic information can help answer the question, *How does where we live influence how we live?* from the vantage point of *data*. Students will compare demographic information from the United States and the Dominican Republic. They will also examine the strengths and limitations of data as an information source about a country and it's people.



Lesson One: Understanding Demographics

Objectives:

- Students will be able to explain the term "demographics."
- Students will compare demographic data from the United States and the Dominican Republic.
- Students will be able to describe the difference between learning about a country from numbers (data) and from observations by people who have been there.

Instructions:

1. You might want to begin this learning activity by reminding students that one of the questions we're focusing at in this unit is: *How does where we live influence how we live?* As they've seen, one way to learn about a country is to look at maps and listen to what people have to say in interviews. Another way to find answers to the question is to look at demographics—numerical data and statistical characteristics of human populations. Statistics deals mainly with numbers. And numbers can tell stories—about a class, a school, a community, a population, a nation, and the world.

2. Clarify the meaning of the word demographics by noting: We can collect demographic data about our class. To do this, we need to determine the categories of information we want to collect about our class. For example, we can collect data on:
   - What percentage of our class is male versus female?
   - What percentage of our class was born between January and June?

Enduring Understandings:

- Where we live influences how we live.
- Demographics are one source of information about a country.

Essential Question:

- How much information do we need to gain a complete picture of a country?

Standards:

National Geography Standards:

- The World in Spatial Terms
  How to use maps and other geographic representations, tools (charts, graphs), and technologies to acquire, process, and report information.
- Human Systems: The characteristics, distribution, and complexity of Earth's cultural mosaics.

Assessments:

Demographics Matrix; Journal Entries

Materials:

Fact File for the Dominican Republic; World Bank Data Chart; Graphic Organizer: A Comparison Matrix.

Time: One-two days

- What percentage of our class have grandparents who moved to the U.S. from another country?

3. You may want to have students collect data on the questions above and convert it into percentages. Explain to students that this represents demographic data about their class. Ask students: What do these numbers tell us? What don't they tell us? Are they accurate? Does this data give us a small snapshot of our class or does it give us the big picture? What other questions do you want to ask? What else might be needed to give a complete picture of our class?

4. Give students a copy of Worksheet #3, *The Fact File for the Dominican Republic* on page 39. You can also access this information and more by visiting the Web site: *www.peacecorps.gov/wws/facts.*

5. Walk students through the following categories as an introduction to what you can learn about a country from numbers: population, birth rate (per 1000), death rate (per 1000), life expectancy at birth, age distribution, literacy, religions.

6. Ask students: What does this demographic information tell you about the Dominican Republic that you didn't learn from reading the interviews with Peace Corps Volunteers or by looking at maps? What did the interviews and maps tell you about the Dominican Republic that the demographics do not? What can numbers tell you? What can't they tell you? Note: You may want to stop this lesson here for middle school students. The activities suggested below may be more developmentally appropriate for high school students.

6. Suggest to students that numbers can sometimes "tell a story." Give students a copy of Worksheet #4 on page 41 a data sheet adapted from a portion of *The World Bank's World Development Report for 1999/2000, Entering the 21st Century.* If students are interested in looking at more demographic data on the Dominican Republic, they can find it on the World Bank's Web site: *http://devdata.worldbank.org.* The World Bank *(http://www.worldbank.org/html/extdr/regions.htm)* has extensive data on each developing country, updated annually. Once you have selected a country, choose the "Country Data Profile" link to see a table with complete information about the country.

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Worksheet #3

Fact File for the Dominican Republic

Name:	Dominican Republic
Geographic Coordinates:	19 00N, 70 40W
Land Area:	18,680 square miles, slightly more than twice the size of New Hampshire
Land Boundaries:	Haiti
Coastline:	1,288 km along Caribbean Sea and North Atlantic Ocean
Highest Point:	Pico Duarte 10,420 ft
Principal Towns:	Santo Domingo (capital), Santiago de los Caballeros, La Vega
Percent Urban:	56
Date of Independence:	27 February 1844 from Haiti
Suffrage:	Universal and compulsory at age 18 or all married persons regardless of age (members of the armed forces and police cannot vote)
Ethnic Groups:	Mixed 73%, white 16%, black 11%
Population:	8.3 million (mid-1997)
Birth Rate (per 1000):	27
Death Rate (per 1000):	6
Life Expectancy at Birth:	70 years
Age Distribution:	36% under age 15, 4% over 65
Literacy:	82.1% over age 15 (1995)
Languages:	Spanish
Religions:	Roman Catholic 95%
Natural Resources:	Nickel, bauxite, gold, silver
Main Exports:	Ferronickel, sugar, gold, coffee, cocoa
Currency:	1 Dominican peso = 100 centavos
Environmental Issues:	Water shortages; soil eroding into the sea damages coral reefs; deforestation
Natural Hazards:	Subject to occasional hurricanes (July to October)
Peace Corps Entry:	1962

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7. Provide students with a copy of Worksheet #5: *A Comparison Matrix* on page 42. Students will be able to use this comparison matrix to compare data on the United States and the Dominican Republic.

8. Have students review the abbreviated *World Bank Data Chart* with selected information on both the United States and the Dominican Republic. Ask students to work in pairs to complete the Comparison Matrix, using the data sheet as a reference point.

9. When they have finished, ask students to pair with another set of students to compare and discuss their findings. Next, ask students: What story do these numbers tell us? Looking at data from the United States and the Dominican Republic, what conclusions can you draw now about the question: *How does where we live influence how we live?*

10. In a whole class discussion, have students draw conclusions row by row in the *Comparison Matrix* and in the *World Bank Data Chart*.

Journal Entry:

Ask students to respond in their journals to the questions:

- How does where we live influence how we live?
- How have maps, interviews, and numbers helped you answer this question?
- What other information sources do you think you need to gain a complete picture of the Dominican Republic?

Choices and Explorations Extension Activity:

If your students enjoy working with data, have them visit the World Bank Web site (*www.worldbank.org*) to research other data categories that provide information about the Dominican Republic.

Worksheet #4
World Bank Data Chart

WORLD BANK WORLD DEVELOPMENT INDICATORS

	Dominican Republic	U.S.A.
Prevalence of child malnutrition (% of children under age 5)	6%	1%
Life expectancy (males in 1997)	69	73
Life expectancy (females in 1997)	73	79
Urban population in 1998 (% of total population)	64%	77%
Public expenditure on education in 1996 (% of GNP)	2.0%	5.4%
Net enrollment in primary school (% of relevant age group)	81%	95%
Net enrollment in secondary school (% of relevant age group)	22%	90%
Expected years of schooling in 1995	11	16
Number of daily newspapers in 1996 (per 1000 people)*	52	212
Number of radios in 1996 (per 1000 people)*	177	2,115
Number of TVs in 1997 (per 1000 people)*	84	847
Number of telephone main lines in 1997 (per 1000 people)*	88	644
Number of mobile phones in 1997 (per 1000 people)*	16	206
Number of internet hosts in 1999 (per 10,000 people)*	6	1,131
Number of high technology exports in 1997 (% of mfg. exports)	23%	44%
Unemployment rate in 1996-1997	30%	4.9%

*The population of the Dominican Republic is 8.2 million.
*The population of the United States is 275.9 million

Data presented in this table is taken from The World Bank publication: *Entering the 21st Century: World Development Report 1999/2000.* Oxford University Press, 1999.

Worksheet #5

Graphic Organizer: A Comparison Matrix

Category	**Dominican Republic**	**U.S.A.**	**What Conclusions Can You Draw?**	**What Questions Do You Have?**
Prevalence of Malnutrition in Children Under 5				
Enrollment in Primary School				
Enrollment in Secondary School				
Expected Years of Schooling				
Number of Television Sets (Per 1000 People)				
Number of Telephone Main Lines (Per 1000 People)				
Life Expectancy				

Beyond Demographics

The Module at a Glance

This module is designed to help students see that each new information source that is used provides another and more complete picture of a country. Students view a video produced by the Peace Corps about life in the Dominican Republic. The video helps the country come alive by focusing on the people, customs, sights, and sounds of the Dominican Republic. After viewing the video, students are helped to see how necessary it is to draw on multiple sources of information (maps, direct observations, demographic data, and video data) to gain a complete and accurate picture of a country. Each new source of data provides a new lens for them as they investigate the Dominican Republic and its people.

Objectives

- Students will be able to explain life in the Dominican Republic.
- Students will describe the emerging picture of the Dominican Republic as viewed through multiple data sources (the video; demographic data; maps; and direct observations of Peace Corps Volunteers).
- Students will examine the essential question: How is our picture of a country dependent upon the sources we use to investigate it?

Instructions

1. Explain to students that this lesson will focus on these essential questions:
    - How is our picture of a country dependent on the sources we use to investigate it?
    - How does using a variety of information sources help us gain a more complete picture of a place and its people?
    - No matter where we may live, how are we all connected with each other and the world?

2. Remind students that we've been talking about how where you live influences how you live. We've formed a general impression of the Dominican Republic through maps and demographics. We've read Peace Corps Volunteers' statements about the geography, climate, location, and communities they live in. Each source of data gives us a part of the picture.

Enduring Understandings:

- To gain a complete and accurate picture of a country, we need to draw on multiple sources of information and evaluate their quality and their perspective.
- Where we live influences how we live. Yet all of us are connected and interconnected with each other and the world.

Essential Questions:

- How is our picture of a country dependent on the sources we use to investigate it?
- How does using a variety of information sources help us gain a more complete picture of a place and its people?
- No matter where we may live, how are we all connected with each other and the world?

Standards:

National Geography Standards

- Human Systems: The characteristics, distribution, and complexity of Earth's cultural mosaics.

National Council for the Social Studies:

- Culture (NCSS Theme I): Students can compare the similarities and differences in the ways groups, societies and cultures meet human needs and concerns.

Assessments: *Video Matrix*; Journal Entry; Performance Checklist

Materials: *Destination: Dominican Republic Video; Video Matrix*

Time: One-two days

Ask students to form pairs and respond to the following question:

- What did you learn about the Dominican Republic from the quotes of Peace Corps Volunteers?
- How was this different from what you learned from analyzing demographic data?

3. Once students have had a chance to respond to these questions, ask them: If you wanted to get a sense of what the Dominican Republic really looks like—a sense of the faces, sounds, lives of the people, especially those your age—where would you go to get that kind of information?
4. Have a brief, whole class discussion. Answers might include: take a trip, ask a friend, look at photos, or watch a video.
5. Inform students that shortly they will be seeing a Peace Corps video about the Dominican Republic and its people. The video will "put a face on a place" because places are more than geographic features and demographic numbers.
6. Before showing the video, ask students to imagine again that they are in one of the following scenarios presented earlier:
   - They just learned that their family is moving to the Dominican Republic.
   - They are going to participate in a student exchange program and live in the Dominican Republic for a summer or a semester.
   - They are about to graduate from college and begin their first job working for an international business that is sending them to work in the Dominican Republic.
7. Ask students: What more would you need to know about the Dominican Republic before going there? Write student responses on the board.
8. After a brief class discussion, inform students that they will be viewing three different locations in the Dominican Republic: a small city, Hato Mayor; a town, Los Toros; and a small village, El Jamo.
9. Provide students with a copy of the *Video Matrix* on page 47.
10. Review the matrix with students. Let them know that, as they view each location, you will give them time to fill in the appropriate boxes in the matrix. Let them know that there may not be answers to each and every category listed, and it is alright to leave a box blank. Depending on the age and ability level of students, review the vocabulary (e.g., terrain) and meaning of phrases (e.g., How does the pace of life seem to you?)

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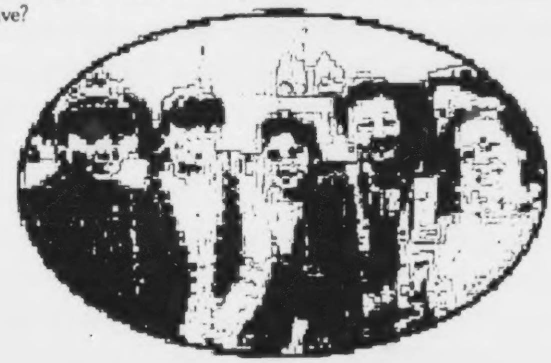
11. To help students process the information in the video, you may wish to show it in three segments. The first segment focuses on life in the city of Hato Mayor. The second focuses on Los Toros, and the third on El Jamo. After viewing each segment, stop the video and ask students to work in small groups to complete the column of the matrix that deals with the particular location shown.

12. Before students view the first segment of the video, ask them to focus on the questions:
    - What am I learning about the Dominican Republic from the video that I didn't learn from the other data sources in Modules 1 and 2?
    - How does using a variety of information sources help me to gain a more complete picture of a place and its people?

13. Show the video in segments and give students time to fill in the *Video Viewing Matrix*. After showing the video, have students complete the Video Matrix in pairs and conduct a class discussion on the questions in #12 above.

14. Then pose the following questions for class discussion:
    - What did you learn about the Dominican Republic that you didn't know before?
    - How is where you live similar and different from what you saw in the video?
    - How do you think you would feel if you couldn't count on having electricity every day?
    - How would you feel if you were the boy who had to walk one hour to get to school?
    - How would you feel if you were a Peace Corps Volunteer living in Los Toros?
    - If you were to move to Hato Major, how would your life be the same as it is now?
    - How would it be different?
    - What did you learn from the video that you didn't learn from the interviews and demographics?
    - After seeing the video, how do you think where we live influences how we live?



I was having doubts about my abilities as a science teacher until I found a diagram in the back of one of my students' notebooks. The diagram changed my perspective. In her notebook, my student had drawn the unlikely comparison of an animal cell to her homestead in Swaziland. She had given the grandmother of the homestead the role of the nucleus. The mitochondria, the organelle which supplied energy to the cell, was represented by the sisters.

I called her into the the staff room and asked her to explain what she had written. She said that she had given the grandmother the role of the nucleus because the grandmother decides when and how things get done.

As she continued, I began to see that she had indeed understood the intimate workings of the cell. I was proud of her. "But, Miss," she said, "I don't know why you're happy. I only did this from my own mind to help me understand this better."

"I know," I said. "That's why I'm so proud of you."

Laura Stedman, Teacher
(RPCV Swaziland)

Assessment:

1. Ask students to recall one of the scenarios they selected before viewing the video:
   - They just learned that their family is moving to the Dominican Republic.
   - They are going to participate in a student exchange program and live in the Dominican Republic for a summer or a semester.
   - They are about to graduate from college and begin their first job working for an international business that is sending them to work in the Dominican Republic.

2. Ask students to pretend they are the person in one of the scenarios. In this role, have students write a narrative account in response to the following question:
   - If you were the person in one of the three scenarios, how would what you have learned so far about the Dominican Republic help you to adjust to life in the Dominican Republic?

3. Ask students to write their narrative account in a way that would also help others who are going to the Dominican Republic. Provide them with the checklist below to help them structure their narrative accounts.

Checklist for the Narrative Account

- Use what you learned from the maps, the interviews, the demographic data, and the video as you are writing your narrative account.

- Support your opinions with evidence from what you have read and seen.

- Describe how living in the Dominican Republic would be similar to and different from living in the United States.

- Explain what else you would want to know about life in the Dominican Republic in preparation for your experience there.

- Remember that your report will be used to help others who are going to the Dominican Republic.

Worksheet #6

Video Matrix

	Hato Major	Los Toros	El Jamo
What do young people do?			
What seems most important?			
What environmental challenges do people face?			
How do young people get an education?			
How do families earn a living?			
What is the way of life like?			
Even though you live in a different place, how are you similar to and interconnected with the people you meet in the video?			

Life in a Hurricane Zone

The Module at a Glance

This module will use the example of a hurricane in the Dominican Republic to illustrate the fact that natural disasters can have a devastating impact on the lives of people in developing countries. At the same time, they can also bring people together, reinforce interconnections, and reveal surprising traits of heroism. Students will explore the impact of Hurricane Georges and the way that people in the Dominican Republic and the international community responded to the devastation it caused. They will see that working together to respond to a natural disaster can unite people, no matter what their country, in a common bond of humanity.

Objectives:

- Students will be able to use primary source documents to determine the impact of natural disasters on developing countries, like the Dominican Republic.
- Students will be able to explain the way in which physical systems (e.g., a hurricane) can affect human systems (e.g., the life of a community or country).
- Students will be able to describe the way in which people from diverse countries work together to respond to a natural disaster can unite them in a common bond of humanity.
- Students will write a press release describing the impact of Hurricane Georges on the people of the Dominican Republic.
- Students will assume the role of Dominican citizens who are being interviewed about the impact of Hurricane Georges by a reporter from an international television network.

Instructions:

1. Remind students that they have looked at maps, interviews, demographics, and videos to answer the question: How does where you live influence how you live?

2. Explain to students that, in this lesson, they will explore the following essential questions:
   - How do natural disasters affect the life of a country and its people?
   - How can responding to a natural disaster bring a community together and unite people, no matter what their country, in a common bond of humanity?

3. Ask students to form pairs to discuss how they think a natural disaster might bring a community together. Then lead a whole class discussion.

4. Explain to students that in this module, they will read newspaper accounts regarding the impact of Hurricane Georges on the Dominican Republic. They will also read first-hand accounts from Peace Corps Volunteers who were in the Dominican Republic when the hurricane struck. They will explore the question: *How can responding to a natural disaster bring a community together and unite people, no matter what their country, in a common bond of humanity?*

5. Ask students: Has anyone in this class, or in your family, experienced a natural disaster such as a hurricane, tornado, earthquake, avalanche, typhoon, forest fire, etc.? How did it affect your life? How did it affect your community?

6. Help students see the connection between natural disasters and the place where you live. Are there some places that are more vulnerable than others? Focus on the impact of the disaster on the community.

7. One of the realities of living in the Dominican Republic is living in the Atlantic Ocean, Caribbean Sea, and Gulf of Mexico hurricane season (from June 1-November 30).

8. This is an opportunity to look at the physical system of a hurricane (i.e., what a hurricane is, how it forms, why it is capable of doing widespread damage, the kinds of damage it can do, and when and where hurricanes may strike) to address the National Geography Standard: *Students will be able to explain how physical systems affect human systems.*

9. Ask students to read the information on *"What Is a Hurricane?"* on page 51. In addition, have them access the National Hurricane Center's Web site (*www.nhc.noaa.gov*) on the Internet. A list of related Web sites may also be found at the end of this unit on page 60.

10. Have students underline the most important information using a highlighter.

11. After students have finished reading about hurricanes and have underlined the most important information, ask them to write a "two minute paper" summarizing the big ideas they have learned about hurricanes.

Enduring Understandings:

- Natural disasters are great tragedies. However, they can bring people together, reinforce interconnections, and reveal surprising traits of heroism.
- Working together to respond to a national disaster can bind people together in a common bond of humanity.

Essential Questions:

- How do natural disasters affect the life of a country and its people?
- How can responding to a natural disaster bring a community together and unite people, no matter what their country, in a common bond of humanity?

Standards:

National Council for the Social Studies:
Culture (NCSS Theme I): Social studies programs should include experiences that provide for the study of culture and cultural diversity so that the learner can:

- Compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.

National Geography Standard:

- Environment and Society. The geographically informed person knows: How physical systems affect human systems.

Language Arts Standards:

- The learner demonstrates competence in the general skills and strategies for reading a variety of informational texts.
- The learner demonstrates competence in the general skills and strategies of the writing process.

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Assessment:

Performance Task: The student will demonstrate the ability to "step into the shoes" of a Dominican citizen (i.e., child, teenager, parent, teacher, farmer, etc.) who has experienced Hurricane Georges. As if he/she were a Dominican, the student will respond to questions about the impact of the hurricane in an interview with a television reporter. The student will also select one way to portray how he or she felt before, during, and after Hurricane Georges.

Materials Needed:

Excerpts from articles found on the Web sites of *USA Today* and the National Oceanic and Atmospheric Administration. Excerpts from interviews with Peace Corps Volunteers.

Time: Three days

12. Explain to students that, now that they know about hurricanes in general, they are going to have the opportunity to learn about Hurricane Georges, a hurricane that had a devastating impact in 1998 on the people of the Dominican Republic.

13. Have students access the USA Today Web site (*www.usatoday.com/weather/hurricane/wgrgedmg.html*). Have them read the excerpts from the USA Today articles, "A Look at George's Long Rampage," "Hurricane Death Toll in Caribbean Climbs to 370," and "Hurricane George's Damage Reports." Ask students to record information, such as: lives lost; homes damaged; crop damage; impact on the economy; and impact on the country and its people. Students can find more information on the National Hurricane Center's Web site.

14. Explain to students that in this part of the lesson they will write a "press release" on Hurricane Georges as if they were Peace Corps Volunteers in the Dominican Republic in 1998 when the hurricane struck. The press release is designed to be sent "home" to their local newspaper.

15. To prepare students for writing the press release, read to students, or have students read the transcript of the interview (page 54) with Peace Corps Volunteer Mary Bosy, who was living in the city of Hato Mayor in the Dominican Republic at the time that Hurricane Georges struck. Remind students they have already "met" Mary Bosy in the Dominican Republic video.

16. Read to students, or have students read excerpts from the interview with former Peace Corps country director for the Dominican Republic, Natalie Woodward (who was in the Dominican Republic during the hurricane). Please note: There is a condensed version of the Natalie Woodward interview for use with middle school students and a more extensive version for use with high school students. Both versions can be found on pages 55-57.

17. As students read the interviews, they can prepare for writing the press release by looking for the answers to the questions provided in Worksheet #7 on page 53.

18. Provide students with a self-assessment checklist (Worksheet #8 on page 58) for writing the press release.

Hurricanes...Unleashing Nature's Fury
A PREPAREDNESS GUIDE

U.S. DEPARTMENT OF COMMERCE
National Oceanic and Atmospheric Administration
National Weather Service
March 1994
NOAA, FEMA, and The American Red Cross

What is a Hurricane?

A hurricane is a type of tropical cyclone, the general term for all circulating weather systems over tropical waters (counterclockwise in the Northern Hemisphere). Tropical cyclones are classified as follows:

- Tropical Depression: An organized system of clouds and thunderstorms with a defined circulation and maximum sustained winds of 38 mph (33 knots) or less.
- Tropical Storm: An organized system of strong thunderstorms with a defined circulation and maximum sustained winds of 39 to 73 mph (34-63 knots).
- Hurricane: An intense tropical weather system with a well defined circulation and maximum sustained winds of 74 mph (64 knots) or higher. In the western Pacific, hurricanes are called "typhoons," and similar storms in the Indian Ocean are called "cyclones."

Hurricanes are products of a tropical ocean and atmosphere. Powered by heat from the sea, they are steered by the easterly trade winds and the temperate westerly trade winds as well as by their own ferocious energy. Around their core, winds grow with great velocity, generating violent seas. Moving ashore, they sweep the ocean inward while spawning tornadoes and producing torrential rains and floods. Each year, on average, 10 tropical storms, of which six become hurricanes, develop over the Atlantic Ocean, Caribbean Sea, or Gulf of Mexico. Many of these remain over the ocean; however, about five hurricanes strike the United States coastline every three years. Of these five, two will be major hurricanes, category 3 or greater on the Saffir-Simpson Hurricane Scale.

Timely warnings have greatly diminished hurricane fatalities in the United States. In spite of this, property damage continues to mount. There is little we can do about the hurricanes themselves. However, the National Oceanic and Atmospheric Administration's (NOAA) National Hurricane Center and National Weather Service field offices team up with other Federal, state, and local agencies; rescue and relief organizations; the private sector; and the news media in a huge warning and preparedness effort.

Please go the NOAA National Hurricane Web site (*www.nws.noaa.gov/om/hurrbro* and *www.hurricanes.noaa.gov/prepare/winds* for detailed information on how hurricane's form, their potential for damage from both high winds and flooding rains, and what can be done to prepare for them and reduce the destruction they can cause.

Note to Teachers

There is a culminating performance task for this unit on pages 59-61. Help your students prepare for this activity by asking them to complete one of the following activities:

- Create a series of diary entries, written during the week of Hurricane Georges. Write about the days preceding the hurricane, during the hurricane, and after the hurricane.
- Create a series of drawings or sketches made before, during, and after the storm.
- Write a script for a short play that enables you and one or two other fellow Dominican "citizens" to act out what happened for the reporter.
- Access a series of photographs and news articles about the hurricane from the internet. Use them to tell your story.
- Write a letter that you, as a Dominican citizen, wrote to relatives living in the United States immediately after the hurricane, describing to them what happened and what it felt like to live through a hurricane.

20. After students have written their press release, have them share it with a partner for proofreading and feedback. Ask students, as they are reading their partner's press release, to refer to the self-assessment checklist to determine whether all items have been addressed.

21. Provide time for students to revise their press release, based on their partner's comments and feedback. Ask them to give their revised press release to you.

22. Once you have read students' press releases and provided comments and feedback, give students one more opportunity for revision.

23. Then, lead a whole-class discussion on the following questions:
    - How would you have felt if you were in the Dominican Republic when Hurricane Georges hit? Why? Which relief efforts would you have wanted to be involved in?
    - If you had been a Peace Corps Volunteer in the Dominican Republic at the time of Hurricane Georges, how would you have felt?

Choices and Explorations for Extended Learning:

1. To reinforce oral communication skills, you might want to organize a "press conference" on Hurricane Georges. For example, four students might serve on the panel, and two students might serve as the interviewers from the press. The interviewers could ask the panelists such questions as those listed above. If all four panelists are "stumped" on a particular question, the interviewers can take responses from the rest of the class. When they are responding, students must cite the source of their information, and exactly where it can be found.

2. Have students research the impact of powerful hurricanes in their own country. Ask them to compare their findings with the information they have about Hurricane Georges. Have them look for evidence of the enduring understanding: *Natural disasters are great tragedies. However, they can bring people together, reinforce interconnections, and reveal surprising traits of heroism.*

Worksheet #7

Questions to Guide Your Reading of the Hurricane Interviews

- What kind of damage did Hurricane Georges do?
- How many lives were lost?
- Did the people have water, food, or electricity?
- What damage was caused by the floods?
- How did international organizations work together with the leaders of the Dominican Republic to meet basic needs?
- What are some examples of Dominicans helping Dominicans?
- How did people pull together for the common good of all?
- Despite cultural differences, are there basic needs that we all share in common?

Primary Source Document

Interview with Peace Corps Volunteer Mary Bosy on the Impact of Hurricane Georges

"Hurricane Georges, which hit the Dominican Republic September 22, 1998, was a defining experience in my life. This was my third hurricane, but never had I personally seen, heard, or felt winds of 150 mph. God willing, I never will again.

I opted to remain at my site, Hato Mayor del Rey, and for five solid hours Georges tore, pummeled, and destroyed this area. Eighty percent of the homes in this town of 50,000-60,000 were damaged or destroyed; thirty percent of the 80+ schools in the district were destroyed and thirty percent badly damaged. Never had I witnessed such destruction by a natural force.

By 4 p.m. that day, the winds and rain had abated enough so we could go out and survey the destruction. I was staying with friends, and about 1/3 of their zinc roof was gone. Rain was pouring in everywhere.

A neighbor across the street had one of the few houses with a cement ceiling and,when she saw us, she immediately called to tell us to bring what we could save to her house. There were easily 30-40 people in her modest home, but there we came with armload after armload of clothing, and bedding. Everyone brought whatever edible food they could find for all to eat. (I remember contributing bread, cheese, coffee, and Honey Nut Cheerios.)

We knew there was no hope for electricity for a long time, but by the third day with no water, this became critical. My friends and I had small reserves and everyone collected all the rainwater they could. Neighbor lent to neighbor, sometimes only enough to brew coffee or boil a pot of rice.

In Hato Mayor, the Peace Corps established three rural food distribution centers, rented a large truck, and made a total of four round trips from Santo Domingo to rural areas to distribute some 7,000 food bags. My schoolteacher friend and a friend of his worked 15-hour days with me, and never once did I hear a complaint. People were hurting and they had found a way to help. No further incentive was needed.

My boss at the Peace Corps office had asked me to survey the schools and assess possibilities of repair. Within one month after Georges, a very comprehensive program was in effect; through donations, the Peace Corps would supply materials to repair eight rural schools and the communities provided free labor I also contacted private schools in Santo Domingo, who were generous in supplying textbooks and school supplies to replace what had been lost and/or destroyed. By the end of 1998, 1,500 rural students were back in newly renovated schools.

The Peace Corps program to rebuild hurricane-damaged schools was a perfect example of community strength pulled together for a common cause. At community meetings prior to the renovation of a school, we worked with community leaders and set up committees. The result was awe-inspiring. People were nailing on zinc sheets for a new school roof while others were painting, repairing windows, and hauling debris.

I was most fortunate to have been able to be a part of all this, to have been able to witness first-hand the generosity and concern of one human being for another."

Primary Source Document

Interview with a Peace Corps Country Director Natalie Woodward About the Impact of Hurricane Georges

(Short Version for Students in Middle School)

"On September 22, 1998, Hurricane Georges hit the Dominican Republic. The hurricane did serious damage to the country: homes roads, bridges, dams, and airports were destroyed or seriously damaged. The official death toll was approximately 300.

When the storm passed, a huge amount of trees fell down and the roads were closed. Of course, there were also electrical wires down. The damage was extensive. You could actually see how the rivers had flooded their banks. People came to us and said they had lost their town, they had lost their way of life, they had lost their way of living. They had no idea what to do. But they wanted to continue to stay together. They asked: Could we help them?

We soon realized that there were people isolated—on 'islands,' so to speak, created by the rivers—without water and without food. So we chartered a plane. And that night we began packing two- and-a-half pound bags of food. We packed all night. The next morning, the first plane took off. We flew out into one of the worst hit areas and dropped the food, because we couldn't land. For a week, we dropped the food to people who were in pretty bad shape.

The staff at the Peace Corps office in Santo Domingo realized very quickly that we had people who could help. We had Peace Corps Volunteers—people who were experienced in community organization, spoke Spanish, were well-educated, and who could step forward and do something. We worked with the Dominican government, and we joined with the Red Cross to assist them in setting up their refugee shelters. For a period of time, we managed 16 of the shelters. We worked together."

Primary Source Document
Interview with a Peace Corps Country Director About the Impact of Hurricane Georges
(Long Version for Students in High School)

"On September 22, 1998, Hurricane Georges hit the Dominican Republic. The hurricane did serious damage to the infrastructure of the country: homes, roads, bridges, dams, and airports were destroyed or were seriously damaged. The official death toll was approximately 300.

Most of the people who died in the storm were poor. Many of them lived in lowlands and built their houses in dry riverbeds. The storm was unusual, in that it carried a large amount of rain into the mountains. And when it hit the mountains, it dropped a tremendous amount of water in a very short period of time. This caused mudflows and severe flooding, and was a serious threat to the people who lived in villages close to the base of the mountains. The people I talked with in the shelter said they had less than a minute to run out of their houses before they were destroyed by the mudflows pouring down the mountain.

The damage was extensive. You could actually see how the rivers had flooded their banks and in doing that, whole towns were destroyed. People came to us and said they had lost their town, they had lost their way of life, they had lost their way of living. They had no idea what to do. But they wanted to continue to stay together. They asked: Could we help them?

The staff at the Peace Corps office in Santo Domingo realized very quickly that we had people who could help. We had people who were experienced in community organization, spoke Spanish, were well-educated, and could step forward and do some things. We joined with the Dominican government and the Red Cross to assist them in setting up refugee shelters. And for a period of time, we managed 16 of the shelters. We worked together.

During that time we were able to acquire a small plane and do an initial fly-over to assess the damage. We did this for several days thereafter. People were isolated in the rivers—on 'islands,' so to speak—created by the rivers. We knew that international assistance might take a while. And we also knew that people needed water and food immediately. So we worked with AID (Agency for International Development) and chartered a plane to drop food to people who were stranded.

We began packing two-and-a -half pound bags of food the night before the fly-over. We packed throughout the night. The next morning—I think it was six o'clock or seven o'clock—the first plane took off with the bags of food. We flew out into one of the worst hit areas and dropped the food. We couldn't land yet; for a week, we dropped the food to people who were in pretty bad shape.

The most amazing thing to me, the most gratifying thing, is that by the time the first flight had returned, the news had gotten out in the local Dominican media and people everywhere wanted to help. Dominican businesses offered help. People who sold sausage and people who had milk companies donated food with no charge. People appeared at the airport to help us pack the food bags. The U.S. Embassy employees helped. People from other organizations, like the Red Cross and Habitat for Humanity, and people from other countries volunteered to get food to those who needed it. They put aside a lot of their differences to work together: to rescue people, donate water, and help them find shelter.

International non-government organizations also helped. The French arrived with Puma helicopters at the end of the week. There's an amazing picture that showed the French pilot, an American pilot, and a Dominican pilot all hugging. It was a hugely emotional moment. People were feeling like they made a difference."

Worksheet #8

Self-Assessment Checklist for the Hurricane Press Release

Note to students: *Before you submit your press release, make sure you have checked for the following:*

1. Your headline catches the attention of the reader.
2. Your first sentence, or "lead," sums up the main idea of the article.
3. The specific area (city and country) is listed in the first paragraph.
4. Your first and second paragraphs answer the questions: who, what, when, where, and why.
5. The body of your article tells the extent of the damage and how the disaster affected:
   - The people
   - Their homes
   - Their schools
   - Electricity and water
   - Transportation
   - Agriculture
   - The economy
6. You provide details and examples from primary source documents.
7. Quotes (you can make these up) are used to add interest and support.
8. You illustrate ways that Dominicans helped Dominicans.
9. You give an example of the world community coming together to help the Dominicans after the hurricane.
10. You describe, from your own viewpoint, the way in which a natural disaster can unite people, no matter what their country or culture.
11. Your spelling, punctuation, and grammar are error-free.

Culminating Performance Task

The culminating performance task provides students the opportunity to apply what they have learned in this unit in a real-world context. *The Understanding by Design Handbook* (McTighe and Wiggins, 1999, p. 140) provides useful guidelines for designing a performance assessment task. For information on the *Understanding by Design* process, please refer to page 171 in Appendix A. An example of what the performance task for the Geography Unit would look like using the GRASPS format is provided below. Then, you can give students acopy of Worksheet #9 on page 61.

GOAL: To give students the opportunity to demonstrate their comprehension of the following enduring understandings:

- Where we live influences how we live. No matter where we live, we are all inter-connected with each other and the world.
- Natural disasters are great tragedies. However, they can bring people together, reinforce interconnections, and reveal surprising traits of heroism.
- Working together to respond to a natural disaster can unite people from diverse cultures in a common bond of humanity.

ROLE: You are a Dominican citizen (adult, child, parent, teacher, farmer, or teenager).

AUDIENCE: Parents and community members.

SITUATION: An international television network is planning a series on natural disasters and how, despite the tragedies, they can strengthen common bonds of humanity. The network is sending television reporters to the Dominican Republic. You are one of the individuals they plan to interview.

PRODUCT OR PERFORMANCE: Stepping into the shoes of a Dominican child, parent, teacher, farmer, etc., answer the following questions the reporter will ask during the interview:

- Describe life in the Dominican Republic. What was it like before and after Hurricane Georges?
- How did Hurricane Georges impact your life and the life of your family?
- How did Hurricane Georges impact the life of your community?
- How did people work together to deal with the devastation caused by Hurricane Georges?

- How did the international community help?
- Some say that Hurricane Georges united people from different countries and cultures in a common bond of humanity. Would you agree or disagree with this statement? Why?

Your interview will take place in front of a live audience of parents and community members. You will have an opportunity to rehearse your responses with a classmate. You will receive feedback and coaching from other classmates to ensure that your responses demonstrate careful thought and thorough understanding.

STANDARDS FOR SUCCESS: Your interview must meet the following standards.

- Demonstrate a thorough knowledge of the physical and human geography of the Dominican Republic.
- Demonstrate that you have used primary source materials to formulate your answers to the interview questions.
- Demonstrate that you have empathy with what Dominicans experienced during and after Hurricane Georges.
- Demonstrate your mastery of the enduring understandings of this Geography Unit.

Interview Quality Checklist

- ✓ My interview responses demonstrate that I have "stepped into the shoes of a Dominican citizen" and experienced life as a Dominican would have experienced it.
- ✓ My interview responses express feelings as well as facts.
- ✓ My interview responses demonstrate that I have read all of the Hurricane Georges materials provided in this unit.
- ✓ My responses demonstrate that I have an understanding and appreciation of a culture other than my own.
- ✓ I state my responses clearly and support them with data.
- ✓ When I listen to and respond to questions, I speak clearly, look directly at the reporter, and make eye contact.

Hurricane Web sites

National Oceanic and
Atmospheric Administration
Hurricane Research Division
www.aoml.noaa.gov/hrd

Hurricane Basics
www.hurricanes.noaa.gov/prpare/

Hurricane Hunters
CyberFlight
www.hurricanehunters.com/cyber

Weather links
www.hurricanehunters.com/
wx_links

USA Today
Hurricane Information
www.usatoday.com/weather/
hurricane/whur

Hurricane Georges Page
www.usatoday.com/weather/
hurricane/1998/wgeorges.

Worksheet #9

Performance Task:
Preparing for a Television Interview

An international news network is planning a television series on natural disasters. Their focus will be: 1) To determine the impact of the disaster on the life of a community and a country; and 2) To test the hypothesis that natural disasters can often bring people together, no matter what their culture, and unite them in a common bond of humanity

The network is sending a reporter to the Dominican Republic to interview Dominicans about the impact of Hurricane Georges on their community and country. *You* are a Dominican citizen (student, parent, young child, teacher, farmer) and one of the people the network's reporters plan to interview.

Your interview will be nationally televised to an American audience. You will rehearse your interview first before classmates and then before parents and community members.

To prepare yourself to step into the shoes of a Dominican, recall all you have learned about the Dominican Republic in this unit (maps, interviews, videos, newspaper articles, and data charts). Then think about how you would answer the following questions from the network's reporter:

Reporter's Questions

1. Describe life in the Dominican Republic. What was it like before and after Hurricane Georges?
2. How did Hurricane Georges impact your life and the life of your family?
3. How did Hurricane Georges impact the life of your community?
4. How did people work together to deal with the devastation caused by Hurricane Georges?
5. How did the international community help?
6. Some say that Hurricane Georges united people from different countries and cultures in a common bond of humanity. Would you agree or disagree with this statement? Support your response with evidence.

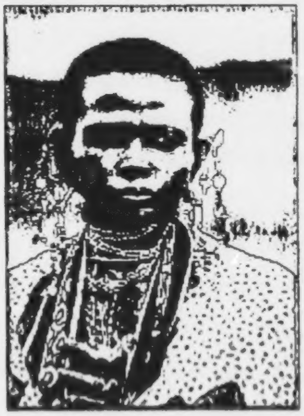
Your interview must meet the following standards. It must demonstrate:

- a thorough knowledge of the physical and human geography of the Dominican Republic.
- that you have used primary source materials to formulate your answers to the interview questions.
- that you have empathy with what Dominicans experienced during and after Hurricane Georges.
- your mastery of the enduring understandings of this Geography Unit.

You will have an opportunity to rehearse your responses with a classmate, and then in a small group. You will receive feedback and coaching from other classmates to ensure that your responses demonstrate careful thought and thorough understanding. Use the *Interview Quality Checklist* on page 60 to self-assess your performance.

Unit Two

Culture: It's More than Meets the Eye



The Unit at a Glance

In this unit you'll find learning experiences designed to broaden students' perspectives about cultures other than their own using the culture of the Dominican Republic as an example. They will examine their own culture and the culture of the Dominican Republic using primary source documents. The unit is divided into six separate modules. Each module has three or more lessons organized around one or more of the enduring understandings and essential questions listed below. All of the modules revisit, from a different vantage point, the major theme: *Everyone has a culture. It shapes how we see ourselves, others, and the world.*

Together, the six modules help students understand that the ability to understand and respect other cultures is a 21st century "survival skill." The unit is flexible. You can teach the entire unit, select particular modules, or adapt the modules or lessons to meet your students' needs. All of the modules can be used with students in grades 9-12. Modules 1, 2, and 6 can be adapted for use with students in grades 6-8.

This is a standards-based unit designed to meet National Council for the Social Studies standards and Language Arts standards identified by the Mid-Continent Regional Education Laboratory (McREL). We've also organized this unit around six enduring understandings. As noted in the Introduction to the study guide, these are important ideas that have lasting value beyond the classroom. They involve generalizations that will endure over time (Wiggins and McTighe 1998). Because of this, you can adapt the lessons in this unit for use with the study of any country in your curriculum.

Enduring Understandings:

The enduring understandings for this unit are:

- Everyone has a culture. It shapes how we see ourselves, others, and the world.
- Culture is like an iceberg. Some aspects are observable; others are beneath the surface. The invisible aspects influence the visible ones. To understand someone from another culture you need to understand both the visible and invisible aspects of that culture.

- Understanding someone from another culture can sometimes be hard because people see the world, themselves, and others in fundamentally different ways. No matter what their culture, people behave as they do because of the things they believe in and value. Beliefs and values vary from culture to culture.
- It's possible to misinterpret things people do in a cross-cultural setting. To keep from misunderstanding the behavior of others from another culture, you have to try to see the world from their point of view, not yours.
- Crossing cultures isn't easy. It's a complex process where understanding behaviors in light of the cultural context is very important. The ability to cross cultures respectfully can bring greater harmony and understanding into your school, community, and world.
- Despite cultural differences, there are cultural universals (common needs that unify all people) that join people from all cultures in a common bond of humanity.

Essential Questions:

We've developed a set of "essential questions," related directly to the enduring understandings above. These essential questions are meant to guide teaching and provoke student curiosity and interest (see Appendix A, page 171). Because they are designed to stimulate student thinking and discussion, essential questions are open-ended and do not have an obvious "right" answer. Essential questions can also provide you with advance organizers for the unit. Examples of several essential questions used in this unit are:

- How does culture shape the way I see myself, others, and the world?
- Why doesn't everyone see things the way I do?
- How can I learn to see things from another culture's point of view?
- Why is this important?

Topical Questions:

Topical questions flow from essential questions, but are more narrowly focused and content-specific (Wiggins and McTighe 1998). While you can use the essential questions to study many different countries and cultures, the topical questions in this unit are specific to the Dominican Republic. Using our topical questions as an example, you can create your own topical questions for the study of other cultures. Table C on page 65 shows the relationship between enduring understandings, essential questions, and topical questions. The questions in each row of the table are addressed in Modules 1-6, respectively.

We suggest that if you are working with students in grades 6-8, Modules 1, 2, and 6 would be most appropriate. All modules can be used with students in grades 9-12.

Note to Teachers

For many activities in this unit, we are indebted to the Peace Corps publication *Culture Matters: The Peace Corps Cross-Cultural Workbook* by Craig Storti and Laurette Bennhold-Samaan. This primary resource is one of the ways Peace Corps prepares new Volunteers to serve effectively. If you wish to go even further into *Culture Matters*, you'll find the book and its accompanying *Training Manual* at the Coverdell World Wise Schools Web site *www.peacecorps.gov/wws/educators*. Both publications can be downloaded in their entirety.

Teaching About Culture:

When teaching about culture, keep in mind that culture is just one of numerous influences on behavior. People can differ from each other in many other aspects; e.g., personality, age, gender, level of education, special abilities, and any other personal features that make each individual a unique human being. We need to be careful of over-generalizing or making statements like: "She's an American, so that explains why...."; or "He's from New York or Texas, so that explains why...."; or "He's a Canadian, so that explains why ....". Cultural groups do have certain characteristics in common. But within each group, there is always a broad range of individual differences.

Assessing Student Understanding:

In this unit, we use both traditional and alternative forms of assessment: journal entries, graphic organizers, oral presentations, role playing, skit writing, interviews, student self-assessment, performance checklists, and performance tasks. We've also developed a culminating performance task (see page 142) that is designed to assess students' ability to apply what they have learned about culture to their own school setting.

Table C

Enduring Understandings	Essential Questions	Topical Questions
• Everyone has a culture. It shapes the way we see ourselves, others, and the world.	• How does culture shape the way I see myself, others, and the world?	• What is the culture of the Dominican Republic? • How is it similar to and different from US culture?
• Culture is like an iceberg. Some aspects are observable; others are beneath the surface. The invisible aspects influence the visible ones. To understand someone from another culture, you need to understand its visible and invisible aspects.	• How do the invisible aspects of culture influence the visible ones? • Why is it important to understand the visible and invisible aspects of culture?	• What are the visible features of Dominican culture? What are the invisible ones? In what ways do the invisible features influence the visible ones?
• Understanding someone from another culture can sometimes be hard, because people see the world, themselves, and others in fundamentally different ways. No matter what their culture, people behave as they do, in part, because of the things they believe in and value. Beliefs and values vary from culture to culture.	• Why doesn't everyone see things the way I do? • How do my beliefs and values influence the way I behave? • Is there a set of common American beliefs and values?	• What are some things Dominicans might not see the same way as I do? • What are some things that I might not see the way Dominicans do? • How are Dominican beliefs and values similar to and different from mine?
• It's possible to misinterpret things people do in a cross-cultural setting. To keep from misunderstanding the behavior of individuals from another culture, you must try to see the world from their point of view, not yours.	• Why might it be possible for me to misunderstand individuals from another culture? • Why might it be possible for people from another culture to misunderstand me? • How can I learn to see things from another culture's point of view? Why is this important?	• How can I keep from misunderstanding people from the Dominican Republic and other cultures?

Table C Continued

Enduring Understanding	Essential Questions	Topical Questions
• Crossing cultures isn't easy. It's a complex process where the ability to read the context and respond appropriately is essential. • The ability to cross cultures respectfully can bring greater harmony and understanding into your school, community, and the world.	• How do you learn to read the context of a cross-cultural situation? • If you did develop these skills, how could it lead to better harmony and understanding right here in your own school?	• How is going to the Dominican Republic an example of crossing cultures? • How can I use contextual clues to understand the cultural norms of the Dominican Republic? • How can this knowledge help me better understand others?
• Despite cultural differences, there are "cultural universals" (needs common to all people) that unite individuals from every culture in a common bond of humanity.	• How do "cultural universals" (needs common to all people) unite individuals from all cultures in a common bond of humanity? • What are the cultural universals that all people share? • Despite cultural differences, how are we all the same?	• In what ways do people in the United States and people in the Dominican Republic share common needs?

Content Standards Addressed in This Unit

National Council for the Social Studies Standards

Culture (NCSS Theme I)

Social studies programs should include experiences that provide for the study of culture and cultural diversity so that the learner can:

- Compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.
- Explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.

Individual Development and Identity (NCSS Theme IV)

Social studies programs should include experiences that provide for the study of individual development and identity so that the learner can:

- Identify and describe ways in which regional, ethnic, and national cultures influence individuals' daily lives.
- Identify and describe the influence of perception, attitudes, values, and beliefs on personal identity.

Global Connections (NCSS Theme IX)

Social studies programs should include experiences that provide for the study of global connections and interdependence so that the learner can:

- Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.

Language Arts Standards

Identified by the Mid-Continent Regional Education Laboratory (McREL)

Standard 1: The learner will be able to demonstrate competence in the general skills and strategies of the writing process.

Standard 5: The learner will demonstrate competence in the general strategies of the reading process.

Standard 6: The learner will use reading skills and strategies to understand and interpret a variety of informational and literary texts.

Standard 8: The learner will demonstrate competence in speaking and listening as tools for learning.

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Understanding Culture

The Module at a Glance

This module contains four lessons which introduce students to the concept of culture. It is designed to help students better understand their own culture and the culture of others. Students identify features of culture and work from their own experience to begin to define the culture of the United States. They use primary source materials from the Dominican Republic to get a first-hand glimpse into the features of a culture different from their own. Their learning is guided by the essential questions: How does culture shape the way I see myself, others, and the world? How does my culture shape me? What is the culture of the Dominican Republic? How is it similar to and different from the culture of the United States? These questions lead to the enduring understanding: Everyone has a culture. It shapes how they see themselves, others, and the world.

> *I believe that participant observation is more than a research methodology. It is a way of being, especially suited to a world of change.*
>
> *Mary Catherine Bateson, Anthropologist*

Lesson One: Introducing Culture

Objective:

- Students will be able to describe how the concept of culture relates to their own experience.

Instructions:

1. Ask students to imagine that they are "aliens"— peaceful, intelligent creatures from another planet who have been given the mission of spending a week researching life in your community and school. Their mission is to find answers to the following questions: What explains why humans in your community and in your school think and act the way they do? The aliens are expected to return to their home planet to report their observations and findings.

2. Ask students to work in groups of three or four and together discuss and write down: What observations would an alien make about life in our community?

3. Explain to students that they need to be looking for "big picture" and "small detail" observations. Ask students to divide their paper into two columns, one with the heading: "Big Picture" and one with the heading "Small Details." Provide several examples of each category, such as:

BIG PICTURE
"Something seems to shape the way people live, think, and act."
"People live in families and belong to different groups."
"There seem to be rules of behavior that everyone understands."
"Older people teach younger people what is expected."

SMALL DETAILS
"Young people in schools dress in different ways."
"Older people dress in other ways."
"People eat together, usually sitting around a table."
"People look at watches and clocks a lot."
"There are lots of cars."

4. After students have made their observations, explain to them that an important part of the aliens' mission is to find out the answers to the following questions:
   - What is important to human beings?
   - Why are some things about human beings the same, and why are some things different?
   - Why don't all people think and act the same way?
   - What are the rules? How are they learned?
   - What shapes how human beings see the world, themselves, and others?

5. Ask students to work in groups to discuss the following questions, as if they were still "aliens."
   - What observations do the aliens make?
   - What questions do these observations raise in the aliens' minds?

6. Once you have discussed their observations and questions, ask students to step out of their role of "aliens" and now to think about themselves. Ask students to respond to the following questions: What explains:
   - How and why you dress the way you do?
   - How and why you celebrate certain holidays?
   - The foods you eat and the way you've been taught to eat them?
   - What you've been taught is the polite thing to do?
   - The traditions in your family?
   - What is important to you?
   - What influences and shapes you?

7. Explain to students that we call this influence in our lives "culture." Introduce students to the enduring understanding: *Everyone has a culture. Culture shapes the way we see ourselves, others, and the world.*

Enduring Understanding:

- Everyone has a culture. Culture shapes how we see ourselves, others, and the world.

Essential Questions:

- How does culture shape the way we see ourselves, others, and the world?
- How does my culture shape me?
- Why is it important to understand culture?

Topical Questions:

- What is the culture like in the Dominican Republic?
- How is Dominican culture similar to and different from the culture of the U.S.?
- What are some things Peace Corps Volunteers have noticed about the culture of the Dominican Republic?

Standards:

National Council for the Social Studies

- Culture (Theme I): Social Studies programs should include experiences that provide for the study of culture and cultural diversity so that learners can compare similarities and differences in the ways groups, societies and cultures meet human needs and concerns.
- Individual Development and Identity (Theme IV): Social studies programs should include experiences that provide for the study of individual development and identity so that the learner can identify and

continued on page 70

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describe ways regional, ethnic, and national cultures influence individuals' daily lives.

Language Arts Standards:

- The learner will demonstrate competence in the general skills and strategies of the writing process.
- The learner will use primary sources to gather information for research topics.

Assessments:

Interpretation of Primary Source Materials; Journal Entries

Materials:

Features of Culture; Quotes about the Culture of the Dominican Republic; Everyone Has a Culture

Time: Four days

8. Explain to students that in this module, they will be exploring answers to the following questions:
   - How does my culture shape the way I see myself, others, and the world?
   - How does my culture shape me?
   - What is the culture like in the Dominican Republic?
   - How is Dominican culture similar to and different from the culture of the United States?

9. Begin the next part of the lesson by providing students with real-world scenarios to help them think about what it would be like to move into a different culture (in this case, the Dominican Republic)

10. To stimulate student interest, ask them to imagine that now they are like the "aliens"–outsiders moving into another culture. Ask them to imagine they are facing one of the following scenarios:
    - Your family is moving to the Dominican Republic. You don't know anything about this country. What you do know is: the customs will be different, the language will be different; and you will be attending school and living in a community with Dominicans. People keep telling you that you need to understand the Dominican "culture." You are not sure what they mean.
    - You are going to spend the summer living with a family in the Dominican Republic. Different people have told you that you need to understand the "Dominican culture." You are not sure what they mean.

11. Ask students to imagine what questions they might be asking themselves if they really were in one of the above scenarios. Responses, depending on grade level, might be:
    - What will it be like?
    - Will I fit in?
    - What is culture?
    - What is Dominican culture like?
    - How will I know what is acceptable behavior and what isn't?
    - What are the "rules"?
    - How different are Dominicans from Americans? How are they similar?
    - What shapes Dominicans?

Journal Entry:

Ask students to respond to the following journal prompt:

- If you knew you were going to the Dominican Republic for several months or more, what things might you do to prepare yourself for living in another culture?

Lesson Two: Features of Culture

Objectives:

- Students will be able to explain some of the features of their own culture.
- Students will be able to describe their impressions of how the culture of the United States has shaped them.

Instructions:

1. Write the following statements on the board:
    - No one is exactly like me.
    - I have many things in common with the members of my family and community.
    - Every person in the world needs some of the same things I need.

2. Point out to students that people in various groups often look at people in other groups as "different." Ask students: How does this occur in our school or community? Why?

3. Ask students to describe some of these differences. Then ask: Why might people in one group behave differently from people in another group?

4. Explain that many differences are related to *culture*—beliefs and ways of living that are handed down from one generation to the next.

5. Working from the statements on the board, explain that all people share basic needs (e.g., food, shelter, love, and respect). In addition, each of us learns a set of behaviors and beliefs from the people we grow up with (e.g., the foods we eat, the way we celebrate holidays, and how we are expected to behave toward neighbors). Finally, each individual has unique talents and preferences (e.g., I'm good at math, I'm good at soccer, and I don't like chocolate).

6. Explain that when we talk about behaviors and beliefs that a group of people have in common (not individual talents and preferences), we are talking about culture.

7. Explain to students that they will now look at some of the features of culture. Provide each student with a copy of Worksheet #1, *Features of Culture*, on page 72. Make sure students understand each feature by providing or eliciting examples.

8. Take four of the features of culture (celebrations, greeting people, beliefs about hospitality, and attitudes toward the importance of personal space and privacy) and ask students to respond in their journals to the following questions about these features:
    - What kinds of celebrations are important in your family? In the U.S.?
    - How do we generally greet people we don't know? People we do know?

> *Adaptation comes out of encounters with novelty that may seem chaotic. In trying to adapt, we may need to deviate from cherished values, behaving in ways we barely glimpsed, seizing on fragmentary clues.*
>
> *Mary Catherine Bateson*
> *Anthropologist*

Worksheet #1

Features of Culture

Directions: *For each feature of culture, think of one example common to people in the U.S. or in the country where you where born.*

1. Styles of dress
2. Ways of greeting people
3. Beliefs about hospitality
4. Importance of time
5. Paintings
6. Values
7. Literature
8. Beliefs about child raising (children & teens)
9. Attitudes about personal space/privacy
10. Beliefs about the responsibilities of children & teens
11. Gestures
12. Holiday customs
13. Music
14. Dancing
15. Celebrations
16. Concept of fairness
17. Nature of friendship
18. Ideas about clothing
19. Foods
20. Eating habits
21. Facial expressions and hand gestures
22. Concept of self
23. Work ethic
24. Religious beliefs
25. Religious rituals
26. Concept of beauty
27. Rules of polite behavior
28. Attitude toward age
29. Beliefs about the importance of family
30. General world view

- How do we show hospitality in our community?
- How important do you feel it is to have personal space and privacy?

9. Ask students to compare their answers in groups of four. Ask students to add to their lists the responses of their group members that are different from their own.

10. Conduct a whole-class discussion:
    - What did you learn from this activity?
    - What conclusions can you begin to draw about the culture of the U.S.?
    - What are your beginning impressions about how U.S. culture has shaped you?

11. Review Worksheet #2, *Everyone Has a Culture—Everyone is Different* on page 74. Make a copy of this worksheet for every student.

12. For homework, ask students to complete Worksheet #2. This will help them identify unique aspects of their own cultures.

Lesson Three: Defining Culture

Objectives:

- Students will be able to further describe how their culture has shaped them.
- Students will be able to define the concept of culture.
- Students will be able to explain some of the attributes of culture.

Instructions:

1. Begin the lesson by asking students to form small groups and compare their homework responses to Worksheet #2.

2. After small groups have compared their responses, ask:
    - Were your responses to the questions exactly alike?
    - Why do you think this was so?
    - What differences did you find among responses?
    - How can you explain the differences?

Worksheet #2

Everyone Has a Culture—Everyone Is Different

Directions: Please respond to each question.

1. What languages do you speak?

2. What music do you listen to? What dances do you know?

3. What foods do you eat at home?

4. In your family, what is considered polite and what is considered rude? What manners have you been taught?

5. What do you wear on special occasions? How important is your extended family (e.g., grandparents, aunts, uncles, and cousins)?

6. What holidays and ceremonies are important in your family?

7. What things are most important to you?

8. Based on what you've written, how would you describe the characteristics of the culture you're a part of?

3. Explain to students that their responses to the worksheet questions were partially shaped by the culture in which they were raised. Make the point that if these questions were given to Dominican students or students from another culture, their answers might be different because they have grown up in a different culture.

4. Write the enduring understanding for this module on the board: *Everyone has a culture. It shapes how we see ourselves, the world, and others.* Explain to students that in this part of the lesson they will be exploring answers to these essential questions:
   - What is culture?
   - How does it shape the way we see ourselves, the world, and others?

5. Write the word CULTURE in big, bold letters across the board and ask students to pair up with another student.

6. Ask students to work in pairs to formulate a preliminary definition of culture based on what they have learned in the previous two lessons. Ask each pair to join with another pair to compare their definitions. Provide younger students with the following definitions of culture:
   - *Culture:* The daily living patterns and the most deeply held beliefs that a group of people have in common.
   - *Culture:* A set of behaviors and customs passed from one generation to the next. The rules, language, religion, family structures, recreation, and education that a group of people share provide predictability and safety in their lives. When people are bound together by common beliefs and practices, they understand each other. And the world around them has meaning.

7. Ask students: What words do you see in both definitions? Which words in the second definition do you think are important?

8. Provide older students the above definitions and some others, for example:
   - *Culture* is the shared set of assumptions, values, and beliefs of a group of people by which they organize their common life.
   - *Culture* consists of concepts, values, and assumptions about life that guide behavior and are widely shared by people. These are transmitted from generation to generation, rarely with explicit instructions by parents and other respected elders.
   - *Culture* is an integrated system of learned behavior patterns that are characteristic of the members of any given society. Culture refers to the total way of life for a particular group of people. It includes what a group of people thinks, says, does, and makes—its customs, language, material artifacts, and shared systems of attitudes and feelings.

To have your eyes widened and your organ of belief stretched, whilst remaining discreetly submissive, seems to me a faculty the traveler ought to cultivate. When you have submitted to observing with as little prejudice as possible, then you are in a proper state of mind to walk about and learn from what you see.

Philip Glazebrook, Author

9. Ask students to work in pairs to analyze the various definitions to see if they can come up with common attributes present in all of the definitions (e.g., culture is learned; culture is shared; culture deals with values and beliefs that shape behavior).

10. Summarize for students the following attributes of culture. Older students may be able to identify some of these attributes on their own.
    - Everyone has a culture.
    - Culture is collective, shared by a group.
    - Culture is learned.
    - Culture influences and shapes behavior.
    - Culture has to do with values and beliefs.
    - Culture involves customs and traditions.
    - Culture is transmitted from generation to generation.
    - Culture is often unconscious; people are sometimes not aware of how their behaviors and attitudes have been shaped by their culture.
    - People in all cultures have common needs.

11. Use the following questions to focus discussion on the role culture plays in forming our behaviors and beliefs:
    - How do you think your culture has shaped you? How has it influenced your values, preferences, and beliefs?
    - Despite the differences in culture in our class, what are some things that everyone shares in common?
    - How does culture shape the way we see ourselves, others, and the world?

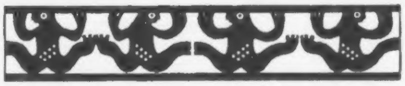
Note to Teachers

Definitions of culture can be found in *Culture Matters: The Peace Corps Cross-Cultural Workbook* by Craig Storti and Laurette Bennhold-Samaan. This primary resource is one of the ways Peace Corps prepares new Volunteers to serve effectively. You'll find the book and its accompanying training manual at the Coverdell World Wise Schools Web site, *www.peacecorps.gov/wws/educators*

Journal Entry:

Ask students to respond in their journals to the following prompts:

- What is culture?
- How does culture shape the way I see myself, others, and the world?



Lesson Four: The Dominican Republic: A First Glimpse at Another Culture

Objectives:

- Students will be able to describe some of the features of Dominican culture.
- Students will be able to use primary source documents to analyze cultural features of the Dominican Republic.
- Students will begin to describe the similarities and differences between the culture of the United States and the culture of the Dominican Republic.

Instructions:

1. Students will begin their understanding of Dominican culture by looking at several examples of its cultural features. These examples were provided by Peace Corps Volunteers and a visitor to the Dominican Republic.

2. Distribute Worksheet #3: *Quotes about the Culture of the Dominican Republic* (see page 78). The Peace Corps Volunteers' quotes provide primary source material for your students.

3. Explain to students that these descriptions of the Dominican people and their culture were provided by Peace Corps Volunteers who have served in the Dominican Republic. Each of the quotes illustrates various features of Dominican culture.

4. Ask students to work in pairs using both the Peace Corps Volunteer quotes and the *Features of Culture* Worksheet from the previous lesson. Tell them that their task is to work as "cultural detectives" by reading each quote and matching it up with one or more of the cultural features on Worksheet #1 on page 72.

5. Explain to students that the quotes will provide just an initial look at the Dominican Republic and do not address all of the cultural features of that country. If you have used any part of the Geography Unit, you may also want to ask students to revisit the quotes from Peace Corps Volunteers in that unit to obtain additional clues about Dominican culture.

6. Model the process aloud for the first few quotes until you feel that students can work independently. For younger students, provide fewer quotes and more examples.

7. Debrief the activity with the following question in a whole-class discussion:
   - What clues did you get about Dominican culture as you read the quotes and analyzed the cultural features?

Worksheet #3

Quotes about the Culture of the Dominican Republic

**Directions: Read each quote and match it up with one or more of the "Features of Culture."
Write the applicable cultural feature under each quote.**

"The people here really pull together to help out one another. The word 'neighbor' seems to mean a great deal more here. People know, care about, and help their neighbors. Sometimes, to an American, it could seem that Dominicans are overly involved in the lives of others, because we are so used to privacy."
(Cheryl Bernstein)

"The best thing about the Dominican Republic is the people. The people literally have open doors. For example, if I am walking down the street and it starts to rain, I feel that practically any Dominican would open their door to me so I wouldn't get wet. The Dominicans are a very loving and generous people."
(Linda Machado)

"The Dominican Republic is a hot country filled with people who are just as warm. They are passionate in their speech and always friendly in their manner. They value one another's company and, at least in the towns and villages, consider unlimited hospitality to be every guest's right." (Siobhan Foley)

"Everyone in the Dominican Republic loves the national music—the *merengue*. You can hear music blaring out of corner shops and individual households. Children learn to dance at a very young age. My favorite music is the 'live' music produced in the church on Sundays with drums, tambourines, *guiras* (a local instrument), singing, and hand-clapping." (Melissa Rochford)

"The Dominican Republic is a country of open doors. The people naturally give of themselves to all others, no matter how little they possess. In doing so, they share with you their unique culture. Culturally, my community is very family-oriented. People never move far from their family, and everyone in my small town and the surrounding towns are in some way related to each other. As a result of this cultural trait, my town is very close as a unit. The people come together in good and bad times to help each other. Everyone is welcome in everyone's house, and therefore a lot of visiting occurs. Visiting is a daily activity, and it is basically a requirement of living in a Dominican community." (Kristen Caputo)

Culture is Like an Iceberg

The Module at a Glance

This module contains four lessons which are designed to deepen students' understanding of culture and cultural differences. Students will grow in cross-cultural understanding as they explore the visible and invisible aspects of culture in two countries—the United States and the Dominican Republic. Through the use of video and primary source material, they will compare the culture of the United States and the culture of the Dominican Republic. They will come to understand the way in which cultural beliefs influence behavior. Through participation in a performance task, they will step into the shoes of a Dominican and clearly describe Dominican culture to an American audience. Through role playing, they will also describe the key features of American culture to their classmates, who will play the role of Dominicans. These activities will lead to the enduring understanding that to understand culture, we must go beneath the surface of visible behaviors for clues to the internal values and beliefs that shape those behaviors.

The first month or two of class I was always saying, "Look at me when I talk to you," and the kids simply wouldn't do it. They would always look at their hands or the blackboard, or anywhere except looking me in the face. And finally one of the other teachers told me it was a cultural thing. They should warn us about things like that.

Tony Hillerman
Skinwalkers

Lesson One: Culture is Like an Iceberg

Objectives:

- Students will be able to distinguish between the visible and invisible aspects of culture.
- Students will be able to explain how the invisible aspects of culture influence the visible ones.

Instructions:

1. Before beginning this activity, remind students of the following:
    - Culture is a complex concept.
    - Everyone has a culture.
    - It shapes how we see the world, ourselves, and others.

2. Then explain to students that metaphors often help us understand big ideas by relating something we don't know to something we do know. A useful metaphor for

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Enduring Understandings:

- Everyone has a culture. Culture shapes how we see ourselves, others, and the world.
- Culture is like an iceberg. Some aspects are observable. Others are beneath the surface. The invisible aspects influence the visible ones. To understand culture, you need to "go beneath the surface."

Essential Questions:

- How do "invisible" aspects of culture influence the "visible" ones?
- Why is it important to understand the relationship between the two?
- Why is an in-depth understanding of culture necessary in today's world?

Topical Questions:

- What are the visible features of the culture of the Dominican Republic?
- What are the invisible ones?
- How do the invisible features influence the visible features of Dominican culture?

Standards:

National Council for the Social Studies Standards

- Culture (NCSS Theme #1): Social studies programs should include experiences that provide for the study of culture and cultural diversity so that learners can compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.
- Individual Identity and Development (NCSS Theme IV): Social studies programs should include experiences that provide for the study of individual development and identity so that the learner can identify and describe ways regional, ethnic, and national cultures influence individuals' daily lives.

Language Arts Standards:

The learner:

- Demonstrates competence in the general skills and strategies of the writing process.
- Uses primary sources to gather information for research topics.
- Uses graphic organizers to gather and record information for research topics.
- Demonstrates competence in speaking and listening as tools for learning.

Assessments:

Journal Entries; Oral Presentations; Role Playing; and Completion of Graphic Organizers.

Materials:

Features of Culture; Quotes about the Culture of the Dominican Republic; Video Viewing Graphic Organizer.

Time: Three-five days

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culture is an iceberg. Ask students what they know about the size and shape of icebergs. Ask: How much of an iceberg is above the water? How much is below the water? Whole class discussion.

3. Make the point that only one-eighth of an iceberg is visible *above* the water. The rest of the iceberg is below. Culture is very similar to an iceberg. Just as an iceberg has a visible section above the waterline, and a larger, invisible section below the waterline, so culture has some aspects that are visible and many others that can only be suspected, guessed, or learned as understanding of the culture grows. Also, like an iceberg, the visible part of culture (what we can see or observe) is only a small part of a much larger whole.

4. Ask students to revisit the *Features of Culture* Worksheet on page 72. Review with students that the numbered items that appear on the list are all features of culture. If you haven't completed Module #1, make sure that students understand all the features on the list. Ask them for examples, or provide examples if needed.

5. Next, provide students with a copy of an outline drawing of an iceberg with a clear line delineating the part of the iceberg that is above the water's surface and the larger part that is below the surface.

6. Divide students into groups of four. Ask students to bring the *Features of Culture* Worksheet with them. Then ask them to discuss in their groups which features of culture they think are visible and which are invisible.

7. Now ask students to look at both their outline drawing of the iceberg and their *Features of Culture* Worksheet. Ask them to review the features one-by-one and decide as a group if a particular feature belongs above the line (i.e., is "visible") or below the line (i.e., is "invisible") Have students write above the water line the numbers of those features of culture that they, as a group, consider to be observable features. They should write the numbers of the "invisible" features below the water line.

8. Do the first few features with them. Provide examples; e.g., Values are invisible (cannot be directly observed); holiday customs are visible (can observe them). Place holiday customs above the water line and values below the water line. Provide several more examples before having students work independently.

9. After students have had time to work in their groups on the remaining features, have each group pair with another group and compare their placement of features. Students must be prepared to say why they placed a particular feature where they did. (Note to teacher: In the list of features, the numbers that should appear *below* the water line are: #3, #4, #6, #8, #9, #10, #16-18, #22-24, #26-30.)

10. Ask students: Do you see any item below the water line that might influence or determine any item above? (e.g., Ideas about modesty might affect styles of dress; religious beliefs might influence holiday celebrations, painting, and music).

Lesson Two: Taking a Deeper Look at the Features of Dominican Culture

Objectives:

- Students will be able to explain key features of the culture of the Dominican Republic.
- Students will analyze the similarities and differences between Dominican culture and the culture of the United States.
- Students will use inductive reasoning to draw conclusions about the culture of both countries.

Instructions:

1. Remind students that "a picture is worth a thousand words." They will now have the opportunity to revisit the video of the Dominican Republic from the Geography Unit. Explain that they will see the video with new eyes because they have learned more about Dominican life and culture in this unit. In viewing the video a second time, they will notice more than they did the first time.

2. If you have not used the video yet, explain to students that in it they will meet people from three different regions of the Dominican Republic and hear comments from Peace Corps Volunteers, each serving in a different town or village: Hato Mayor, Los Toros, and El Jamo.

3. Explain to students that they will be viewing the video in order to compare life in the Dominican Republic with life in the United States. Make copies of Worksheet #4, *Video Viewing Graphic Organizer*, on page 83 and give one to each student.

4. Before you show the video, ask students to fill in the column titled *In U.S. Culture*. After you show the video, ask students to fill in the column titled *In Dominican Culture*. You may want to stop the video at the halfway point, to enable students to begin to fill in the Dominican Republic column while the details are still fresh in their minds.

5. When the video is finished, give students time to complete the matrix. Ask them to refer back to the Peace Corps Volunteer quotes from the last lesson for further information which will help them complete the matrix. Then debrief the video viewing with the following questions:
   - Was there anything in the video that surprised you?
   - Has your impression of the Dominican Republic changed after seeing the video? If so, in what ways?

6. After students have discussed their impressions of the video, lead them into a comparison activity using the following questions:
   - If you look at each row horizontally, how is Dominican culture similar to and different from U.S. culture?
   - If you look at each column vertically, and cover up the U.S. column with a piece of paper, what conclusions can you draw about life in the Dominican Republic? What evidence from the video supports your conclusions.? If you cover up the Dominican Republic column, what conclusions can you draw about life in the U.S.?

Worksheet #4

Video Viewing Graphic Organizer

Directions: Before you watch the video, fill in the U.S. column of the matrix.
As you are viewing the video—and after it is finished—complete the Dominican column of the matrix.

	In U.S. Culture	**In Dominican Culture**
How do people dress?		
What is school like?		
What is the role of the family?		
Who is more important: each person or the whole group?		
What is the role of religion?		
How important is time and the clock?		
How/when do kids become adults?		
What do people seem to value most?		

Lesson Three: Seeing Through Another Set of Eyes

Objectives:

- Students will analyze primary source materials to gain a deeper understanding of Dominican culture.
- Students will be able to explain the culture of the Dominican Republic to a foreign visitor.

Instructions:

1. Explain to students that they will go even deeper into Dominican culture by reading another set of descriptions on pages 86-87 written by Peace Corps Volunteers and visitors to the Dominican Republic. (Note: You may need to read these quotes to younger students.)

2. Explain to students that, after they have read/heard the quotes, they will join with a partner and develop a "Dominican Republic Culture Matrix." Ask students to draw a blank matrix similar to the one below. Based on what they learn as they are reading the quotes ask them to jot down what they think may be visible or invisible features of Dominican culture.

Sample Dominican Republic Culture Matrix

Invisible Features of Dominican Culture	Visible Features of Dominican Culture

3. Provide students copies of the *Primary Source Document: Peace Corps Volunteer Quotes about the Dominican Republic* on pages 86-87. Ask them to use the information in the quotes, together with what they have learned so far about the Dominican Republic, to complete a "Dominican Republic Culture Matrix" as in #2 above. Model the activity by reading the first quote aloud and completing the first row of the matrix, asking for examples from the class.

4. Once students have read the quotes and completed a matrix, ask them to work in small groups to plan a presentation in which they will play the role of a Dominican explaining Dominican culture to American students. Explain to students that they will be "stepping into the shoes" of a Dominican teenager when they give their presentations. Ask them to refer back to the quotes and the video for details.

5. Give small groups 20 minutes to prepare their presentation about Dominican culture. Share with students the presentation guidelines in the sidebar.

6. Ask for a volunteer from each small group to give his/her presentation. As volunteers are doing so, they will be imagining that the rest of the class is American students preparing to go to the Dominican Republic. Remind the students in the "audience" to listen with an open mind—and to remember that not everyone sees the world the way they do.

7. After each presentation, allow time for students to ask questions and provide feedback to the presenter, such as:
   - The good things about your presentation were....
   - The examples that made your presentation clear were....

8. Debrief this activity by asking students the following questions:
   - Now that you have more information, how do you think Dominican culture is similar to and different from culture in the United States? Has your opinion changed? What additional information has made a difference?

Journal Entry:

Ask students to respond to the following prompt:

- If you were going to live for a while in the Dominican Republic, how would you need to adjust your behavior to fit in with and respect their culture?

Presentation Guidelines

✓ You are to assume the role of a Dominican student who has been invited to explain Dominican culture to interested American students (who will be visiting the Dominican Republic soon).

✓ Begin your presentation by stating the beliefs that are important to Dominicans.

✓ Give an observable behavior that is an example of each belief you state. Use examples from the two sets of quotes you have read, as well as from the Dominican Republic video.

✓ Make sure your explanations are clear and easy to understand.

✓ At the end of your presentation, ask the audience if they are clear about everything you have mentioned. If not, clarify and encourage further questions.

Primary Source Document
Peace Corps Volunteer Quotes about the Dominican Republic

"Dominicans are very warm people who enjoy life. Guests are treated with respect and given every comfort. Guests are never asked to leave, no matter how many hours, days, or weeks they might stay! Hospitality is valued here. Dominicans know how to share and they do it instinctively. They value close family relationships and interdependence. Dominicans rely on the family. It is the most stable, trustworthy institution in the country. Personal 'space' is practically non-existent here. The buses are crowded. But there is never the feeling of panic that such a situation might cause in the U.S." (Siobhan Foley)

* * *

"*Merengue* represents the fun-loving spirit of Dominicans, with its heavy beat and its catchy lyrics. The people dance smoothly, in perfect rhythm. The *merengue* combines African drum beats with Spanish singing tradition." (James Weglarz)

* * *

"The Dominican culture combines the past and the present. Strong traditions exist alongside modernism. The culture is characterized by respect and appreciation for life. People welcome visitors with open arms. Everyone speaks Spanish and very few speak English. The music, like the people, is energetic. The country is famous for the *merengue*. Dancing is a very important part of the culture. Another important aspect of the culture is religion. Most Dominicans are Catholic. Many traditions are based on religious holidays—for example, the festival of *Patronales*—which is basically a celebration in honor of the patron saint of the town. Patron saints are thought to be the guardians of a town's well-being. Each town has its own patron saint, and the festival of *Patronales* usually lasts nine days. The festival is held in the middle of the street or the town square and includes music, dancing, games, beauty pageants, contests, guest musical appearances, parades, and lots of food and drinks. The people dance, play carnival games, and generally have a great time." (Michele Stora)

"You can see cultural differences in the interaction between American teenagers and Dominican teenagers. American teenagers who visit the Dominican Republic tend to cling to one another and not greet strangers. American teenagers are brought up in a culture where, in some ways, strangers are viewed as a threat. They go to schools with large student populations—sometimes 1,000 or more young people. They don't know them all, and they don't instinctively greet each other. Dominicans, however, often hug each other as a form of greeting. And when they see American teenagers not responding, not touching, not greeting, they often sense rejection. It's very important in the Dominican Republic to get over some of the cultural inhibitions that are part of growing up in America. Social interactions in Dominican culture tend to be characterized by 'rituals' of hospitality." (Observation of a visitor to the Dominican Republic)

◆

"Last February I took 10 American Boy Scouts and leaders to the Dominican Republic for 12 days as part of a scouting exchange program. At night we each stayed with different Dominican scouting families. The boys were overwhelmed with Dominican hospitality. And they were surprised about some aspects of Dominican culture. As American teenage boys, they are not "into" hugging people. While I warned them that they would need to be prepared for this form of greeting, they didn't believe me. It was interesting to watch these kids adjust to a culture where body space is almost non-existent. In the first couple of days, the boys were embarrassed and leaned backwards whenever a Dominican hugged them. But by the third or fourth day, they were not leaning backwards anymore. When hugged by a Dominican, they just smiled. Then, around the fifth day, most of my Scouts were actively hugging people back. We even made a joke of it. Whenever they saw me, they would run over and say, 'Mr Ross, I haven't given you a hug in a long time.' We would vigorously hug each other and laugh. Eventually this sign of affection between Dominicans and Americans became natural and just part of the daily greeting of 'old' friends. When I dropped off the kids at the Santo Domingo airport for their flight home, I asked each to hug their parents when they got home. Most admitted that they never hug their folks. But at the next Scout meeting, all but one boy reported that he gave each of his parents his best Dominican hug." (Neil Ross)

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Lesson Four: Describing American Culture to a Dominican

Objective:

- Students will be able to explain American culture to a Dominican guest.

Instructions:

1. Present students with the following hypothetical scenario:
   - Imagine that a group of students from the Dominican Republic will be visiting our school in two weeks. As a member of the 'Welcome Committee', you will be responsible for explaining the culture of the United States to several Dominican students. To prepare for this task, have students work in small groups to complete a graphic organizer similar to the one below. Use Worksheet #1 (*Features of Culture*) on page 72 and the *Video Viewing Graphic Organizer* on page 83 to help you complete each column.

U.S. Culture Matrix

Invisible Features of U.S.Culture	Visible Features of U.S. Culture

2. After students have had time to work in groups completing the matrix, ask for volunteers from each group to share with the whole class examples of the invisible and visible features of American culture.

3. Now ask students how they would introduce important aspects of American culture to Dominicans. Give small groups 20 minutes to prepare their presentation about American culture. Give students the following guidelines:
   - You are to assume the role of an American student who would like to explain American culture to visiting Dominican students.
   - Imagine that your audience is Dominican students who know very little about American culture.
   - Begin your presentation by stating the beliefs that are important to Americans.
   - Give an observable behavior that is an example of each belief you state.
   - Make sure your explanations are clear and easy to understand.
   - Show respect toward your audience. Remember that Dominicans may have a hard time understanding American beliefs and behaviors.
   - At the end of your presentation, ask your "Dominican" audience if there is something they would like you to explain further—and if they have any other questions about American culture.

4. After 20 minutes, ask for a volunteer from each group to stand and give his/her presentation, imagining the rest of the class to be Dominican students. After each presentation, allow time for students to ask questions and provide feedback to the presenter, such as:
   - The good things about your presentation were....
   - An example that made your presentation very clear was....

5. Debrief the activity by asking students the following questions:
   - If you met someone in our school or community who came from another culture and whose behaviors were puzzling to you, what might you say and do to better understand this person? What would you do if you found that certain behaviors of your own were puzzling to someone of another culture?
   - If you were in another country and you encountered behaviors that were puzzling to you, how might you come to understand the beliefs that influenced those behaviors?

6. Help students understand that, because of their culture, people in the Dominican Republic and in other countries may have different beliefs than Americans do. Dominicans may see us as "different." We may see Dominicans as "different." To respect and understand Dominican (or *any*) culture, we need to "go beneath the surface" and try to identify and understand the cultural beliefs and traditions that influence visible behavior in that culture.

7. Remind students of the enduring understandings in this lesson:
   - Everyone has a culture.
   - It shapes how we see ourselves, others, and the world.
   - Culture is like an iceberg. Some aspects are observable, and others are beneath the surface.
   - The invisible aspects influence the visible ones.
   - To really understand another culture, you need to "go beneath the surface."
   - To understand another culture, you first need to understand your own.

8. Ask students to read the anecdote, *Drip Diplomacy*, (Worksheet #5 on page 90). It tells the story of a Peace Corps Volunteer, Keith Talbot, who has slowly learned the invisible cultural "rules" surrounding the giving and getting of water in the Dominican Republic. Ask students to identify as many features of Dominican culture as they can while reading the anecdote. Debrief the activity by asking: How did the Peace Corps Volunteer skillfully learn to fit into another culture that had rules and customs other than his own?

* * *

Worksheet #5

Drip Diplomacy

Strange and subtle are the habits of courtesy. Water is a precious commodity out here in the *campo* (countryside), so there is a whole culture built around its acquisition and usage. If you go to any store or wait for a *guagua* (bus), the custom, usually, is to push or shove your way to the front. When it comes to water, at least in my community, the rules are different. I spent the morning collecting water for myself at the communal tap. The same *Doñas* who elbowed me aside in the *colmado* (corner store) last night made sure I got my water when it was my turn--first come, first served.

Water is one of the first things you offer a visiting Volunteer, water to drink and to wash off the dusty road. A good host is not stingy with his water even if he has to go through great effort to get it. A good guest notices how difficult it is to get the water and limits her usage accordingly. Even better, the guest helps replace the water used.

Volunteers from water-poor communities are often quick to notice the lavish habits of Volunteers from water-rich communities.

"I can't believe she used three full gallons to take a bath. You'd think she were washing an elephant." On the other hand, Volunteers from water-rich communities are struck by the unreasonable stinginess of the water-poor. "He hoarded water like it was gold at Fort Knox, rationing it out drop by drop.

I consider myself a decent host in this area. I keep about 15 gallons in my house almost all the time. Since the average Volunteer uses about three to four gallons a day, that's a pretty good quantity.

I never tire of marveling at the combinations of strength and grace displayed by the women and girls who carry five gallons on their heads, with a gallon in each hand. My favorite is when they casually turn to chat with a neighbor, blithely ignoring the burden with which they are laden. I once watched a woman gracefully bend down and pluck a peso without spilling a precious drop!

I carry the water on my shoulder. I've assumed that the wide berth the folks give me is not due to unpleasant body odor, but because of the constant splashes that leap forth from my bucket. But I'm improving. Now, people rarely ask me if I've recently gone swimming after I've actually been carrying water. And the water source is one of the best places to catch the latest gossip. I have concluded that *chesmes* (rumors) are flying due to the occasional, "*No me digas!*" ("Don't tell me!") and "*Adquerosa!*" ("Gross!") that escapes from their mouths while they are huddled over the tap.

I suppose that's what I like best about the water collection process. It's one of the places where I fit into the community best. My Spanish is what it is, and I do remain the gringo. Yet, I understand the rules at the tap and even some of the subtleties. The community sees I am on even ground with them and ask no privileges. It is a calm and orderly place. Maybe I will fondly remember the communal tap when I am reaching for the hot water faucet in the shower. And then again....

Keith Talbot served as a Peace Corps Volunteer in the Dominican Republic from 1993 to 1995. This anecdote comes from Looking at Ourselves and Others, *a Peace Corps publication that can be found at the following Web site:* www.peacecorps.gov/wws/guides/looking/index

Understanding Differences

The Module at a Glance

This module contains two lessons designed to guide students to the understanding that individuals from other cultures may not see the world in the same way that Americans do. What Americans may regard as different or "strange" may be considered perfectly normal in another culture. Students will realize that understanding someone from another culture can sometimes be hard because people see the world, themselves, and others in fundamentally different ways. Through the experience of Peace Corps Volunteers in the Dominican Republic, students will explore answers to the questions: How does it feel when others see you as different or as an "outsider"? How do others feel when you see them as "different"? How do your beliefs, values, and cultural upbringing influence the way you behave? How do others' beliefs, values, and cultural upbringing influence the way they behave? How do you avoid cultural stereotyping? As they explore these questions, students will achieve a broader perspective on their own culture and an increased sensitivity to the customs, values, and beliefs of cultures other than their own. They will use this new awareness to become more understanding of students in their own school.

Lesson One, Part One: On Being Seen as Different

Objectives:

- Students will be able to explain why understanding someone from another culture can sometimes be hard.
- Students will be able to give examples of how people see the world, themselves, and others in fundamentally different ways.

Instructions:

1. Begin this module by asking students to respond in their journals to the following questions:
    - How does it feel to be seen by others as "different"—as an outsider? Describe such a time.
    - Describe an instance when you considered someone else to be "different"—or an outsider. Explain the reasons that caused you to conclude that this was true.

2. Give students approximately 15 minutes to think about these questions and respond in their journals. If students seem to be engaged by these questions, more time can be given for journal writing.

Enduring Understandings:

- Understanding someone from another culture can sometimes be hard because people see the world, themselves, and others in fundamentally different ways.
- To understand another culture you first have to understand your own.
- No matter what their culture, people behave as they do because of the things they believe in and value.
- Beliefs vary from person to person and culture to culture.

Essential Questions:

- How does it feel when others see you as "different"—or as an "outsider"?
- How do your beliefs, values, and cultural upbringing influence the way you behave?
- How do others' beliefs, values, and cultural upbringing influence the way they behave?
- How can you avoid cultural stereotyping?

Topical Questions:

- What are some things Dominicans might not see the same way as I do?
- What are some things you might not see the same way as Dominicans do?

Standards:

The National Council for the Social Studies

Culture (NCSS Theme I): Social studies programs should include experiences that provide for the study of culture and cultural diversity so that learners can:

- Compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.
- Explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.

Language Arts Standards

The learner will:

- Demonstrate competence in the general skills and strategies of the writing process.
- Use primary sources to gather information for research topics.
- Demonstrate competence in the general skills of speaking and listening.

Assessments:

Skit Writing; Role Playing; Letter Writing; Journal Entries

Materials:

Interview with a Peace Corps Volunteer, Home Alone in the Dominican Republic; You Americans activity; *How Culture Shapes Us as Americans.*

Time: Two-three days

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3. Ask students to compare their journal responses with those of a partner. Ask them to give special attention to the reasons why their partners concluded that another person was different.

4. Ask for five volunteers to share their reasons with the whole class. Record the reasons on the chalkboard. Remain non-judgmental about the reasons students give. Ask for five more reasons and record these as well.

5. Explain to students that Americans often think someone from another culture is "different" because of differences in language, clothing, customs, behavior, and beliefs. However, someone from another culture may think Americans are "different" for the very same reasons.

6. Make the point that to understand another culture, you first need to understand your own—and see yourself as others might see you. Tell students they will be participating in several activities that will make them aware of how others sometimes see Americans.

7. Read or give students the dialogue on page 94. The dialogue, written by a Peace Corps Volunteer, describes the experience of being viewed as "strange."

Journal Entry:

Ask each students to respond individually in their journals to the questions:

- What could you do to help someone new to this school, or from another culture, to not feel like an outsider?

Primary Source Document

Interview with a Peace Corps Volunteer: On Being Viewed as Strange

(Adapted from the Peace Corps publication **Culture Matters** (p. 64). You may find the full text of this publication on the Web site: www.peacecorps.gov/wws/culturematters/index/html).

Interviewer: When you went to the Dominican Republic, were there any surprises?

Peace Corps Volunteer (PCV): Not really. I mean, you're not prepared for every little thing, for all the particulars. But you know the people are going to be different, so you expect that. You may not know all the ways they're going to surprise you, but you do know you're going to be surprised when you go to a foreign culture.

Interviewer: How did the Dominicans react to you?

PCV: It's funny you should ask that, because that was surprising.

Interviewer: What do you mean?

PCV: Well, we thought we were prepared for going into a culture different from ours, but we weren't. After all, if you go in knowing these people aren't like you, then of course you also know that you aren't like them. But we had trouble believing that they found us strange sometimes. Doesn't make sense, does it?

Interviewer: So it's easy to accept that other people might be strange, but hard to believe that you could be perceived of as strange?

PCV: That's what I experienced, anyway.

Interviewer: I wonder why.

PCV: I think it has to be that while you are actually having the experience of their strangeness, they are the ones having the experience of yours. You never really experience yourself as strange, of course, so it just doesn't seem real. You know it must be real, but you have to take their word for it.

Interviewer: So you think it's hard for Peace Corps Volunteers to believe that the local people don't always understand them?

PCV: Despite all our training, I think we unconsciously tend to believe that we are the "normal" ones and the people in the other country are going to be the "strange" ones. Then, when you get to the other country, you realize that people see the world, themselves, and others in fundamentally different ways. The hard thing is learning to see things from their point of view.

Interviewer: Why is that hard?

PCV: Because before you go to another country, you tend to believe that your point of view is the only point of view—and that it's the right point of view. It's hard to realize that there may be two equally reasonable ways to view a situation, depending on your culture.

Lesson One, Part Two: On Being Seen as Different

1. Read *Home Alone in the Dominican Republic* aloud to your students. Explain that the anecdote was told by a Peace Corps Volunteer. It illustrates how American behavior can be seen as different or strange in another culture.

2. Ask students to imagine that they were a Peace Corps Volunteer in Krystal Williams' situation. How would they handle the cultural differences respectfully? List students' responses on the chalkboard. Elicit a number of different alternatives for handling a delicate situation with respect.

3. Explain to students that you would like them to write and perform a brief skit about some aspect of Krystal's situation. Ask them to form groups of four. Ask a volunteer from each group to play the role of Krystal or someone like her. The other three members of each group will play the role of Dominicans. Have all four members of each group write the skit together. Give them the following guidelines:
   - Your skit should clearly illustrate exactly what the cultural differences are and why.
   - Your skit should contain a respectful resolution of the conflict caused by individuals from each culture seeing the same situation in a different way.
   - Your skit should not oversimplify the problem.

4. Give students 15-20 minutes to prepare their skits. Then ask for volunteers to act it out.

5. Debrief the activity by asking: What have you learned from this activity?

Home Alone in the Dominican Republic

"I was sometimes considered odd or strange in the Dominican Republic in terms of my being used to having private space. For example, there would be times when I would want to sit down by myself in my own room and just read a book. And anytime I was reading a book, my Dominican neighbors always assumed I was studying. It was completely outside of the realm of possibility for them that anyone would choose to sit alone, all by themselves, and read for pleasure. Often they would stop by with some food to 'help me study.' This would inevitably lead to long conversations. From the Dominican point of view, this was a gesture of hospitality. And Dominicans place a great value on hospitality. Another example of my being considered 'odd' was the fact that I lived alone and that, at times, I wanted to be by myself. It was hard for my Dominican neighbors to understand this. Very few, if any people, live by themselves in the Dominican Republic. Everyone has a family or is connected to a family or lives with a family or an extended family. If I wanted to be alone, they would think I was sick and send someone over to stay with me. If I had wanted to be alone much of the time, they would think I was rude or ignoring them, and their feelings would be hurt." (Krystal Williams)

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Lesson Two, Part One: You Americans

Objectives:

- Students will be able to explain how people from other cultures may view Americans as a group as different from themselves.
- Students will be able to explain why understanding their own culture can help them better understand another culture.

Khoo Ah Au liked Americans. Above all he found their personal relationships easy to read. His own people were always very careful not to give themselves away, to expose crude feelings about one another. Americans seemed not to care how much was understood by strangers. It was almost as if they enjoyed being transparent.

Eric Ambler
Passage of Arms

Instructions:

1. Ask students: What are some things that you value? How do these values shape your behavior? Then explain to students that people behave as they do because of the things they believe in or value. On the chalkboard, write the following values that some people from other cultures have noticed are common to many Americans:
    - Informality (Being "casual" and "down-to-earth")
    - Self-Reliance (Not looking to others to solve your problems)
    - Efficiency (Getting things done quickly and effectively)
    - Social Equality (Treating everyone the same)
    - Assertiveness (Saying what's on your mind)
    - Optimism (Believing that the best will always happen)

2. Explain to students that not everyone in the world shares these values. Ask students: Do you think every person in America shares these values?

3. After some brief discussion, explain to students that they will have an opportunity to read about behaviors that others have noticed about Americans. In some sense, these behaviors are examples of stereotypes others have of Americans. They may also be examples of what makes Americans seem different to others.

4. Provide each student with a copy of Worksheet #6, *You Americans*, on page 98. Explain to students that these seven statements may be true for all Americans, for some Americans, or for no Americans. It is their job to decide whether the statements are accurate, partially accurate, or false.

5. Ask students to work in pairs to complete Part I of Worksheet #6. Ask them to provide, in writing, a good reason for why they think each comment is: true of *all* Americans; true for *some* Americans; or true for *no* Americans.

6. Now ask students to complete Part 2 of Worksheet #6. Then have students share their responses to Part 2 in small groups. Lead a whole-class discussion.

7. Explain to students that they may not like or agree with some of the stereotypes others have of Americans, but they should at least be aware that they exist. For an explanation of each of the seven statements, you may want to provide students with Worksheet #7 on pages 99-100, which presents the reasons that some cultural anthropologists give as to why individuals from other cultures might have these beliefs about Americans.

Note to the Teacher

Worksheet #7 gives reasons why some think that Americans come across the way they do to people from other cultures. After you present each explanation to students, stop and ask them if they agree with it or not. In addition, ask students if they agree with the statement itself. For example, for statement #1, ask students: Is it true that Americans are always in such a hurry to get things done? Listen to students' responses without making a judgment. Instead, ask: Is there someone who may have another viewpoint on this subject?

Bold Talent shook his head. How like children the Americans were, with their pranks and easy warmth. Men who offered their hands for strangers to shake and ladies who sat and chatted at dinner with gentlemen they had never seen before, children who threw snowballs at adults no matter what their station.

Bette Bao Lord
Spring Moon

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Worksheet #6

You Americans

(Adapted from the Peace Corps publication **Culture Matters.** You may find the full text of this publication at the Web site: www.peacecorps.gov/wws/culturematters/index/html).

Part 1: Working with a partner, read each of the seven comments that a non-American might make of an American. For each of the comments, give a good reason, in writing, for why you think this comment is: true for *all* Americans, true for *some* Americans, or true for *no* Americans.

1. Why are you Americans always in such a hurry to get things done?
2. Why do you Americans insist on treating everyone the same?
3. Why do you Americans always have to say what you're thinking?
4. Why do you Americans always want to change things?
5. Why don't you Americans show more respect for your senior citizens and elders?
6. Why do you Americans always think things are going to get better? Why are you so optimistic?
7. Why are you Americans so impatient?

Part 2: Now looking at one of the comments above, answer the following questions:

How would you feel if this statement were made about you?

What would be a polite response if someone said it to you?

Worksheet #7

Explanatory Notes for 'You Americans'

Below are reasons why some cultural anthropologists think that Americans may come across the way they do to people from other cultures. As you are reading each explanation, think about whether or not you agree with it. Is it true of all Americans, some Americans, or no Americans?

1. *Why are you Americans always in such a hurry to get things done?*
   Americans often seem this way because of their tendency to use achievements and accomplishments as a measure of a person's worth. They're in a hurry to get things done because it's only then that they feel they have proven their worth to other people. The more Americans accomplish, the more they feel they are respected. "Getting things done quickly and efficiently" is important to Americans.

2. *Why do you Americans insist on treating everyone the same?*
   Americans do this because of our cultural roots as a free nation (e.g., "All men are created equal"). Americans have a deep cultural instinct toward social equality and not having a class system. This is a reaction to the European class system as well as the feudal system that existed in Europe. In cultures where inequality between social classes is more accepted, American insistence on egalitarianism, or social equality, may be annoying.

3. *Why do you Americans always have to say what you're thinking?*
   Americans believe that being direct is the most efficient way to communicate. It's important to "tell it like it is" and "speak your mind"—to say what you mean and mean what you say. Being direct is often valued over "beating around the bush." Americans value "assertiveness" and being open and direct about one's thoughts and feelings. Not all cultures have this same value. In some cultures, the "normal" way to disagree or to say no is to say nothing.

4. *Why do you Americans always want to change things?*
   Americans think things can always be better, and that progress is inevitable. The United States is just a little more than 200 years old, and American culture tends to be an optimistic one. Older cultures are more skeptical because they have been around longer, have experienced more, and have been in situations in which progress was not always made. In American businesses, being open to change is a strong value, because things really do change quickly, and it is necessary to adapt. Many Americans believe it is "good" to initiate change and "bad" to resist it.

Worksheet #7 continued

5. *Why don't you Americans show more respect for your senior citizens and elders?*
   Americans believe people must earn by their actions whatever regard or respect they are given. Merely attaining a certain age or holding a certain position does not in itself signify any achievement.

6. *Why do you Americans always think things are going to get better?*
   America, because of its resources and successes, has always had a culture of optimism. Americans believe that they are in control of their own destinies, rather than being victims of fate. Many Americans tend to believe that "the American dream" can be achieved by anyone who is willing to work hard enough. Many Americans believe that the only obstacle to things getting better is "not trying hard enough." Americans also believe that a personal lack of determination or effort can be "fixed." Other cultures may believe more in fate ("what will be will be"). When something bad happens, some members of these cultures believe it was fated to happen, must be accepted, and cannot be changed.

7. *Why are you Americans so impatient?*
   Americans believe that if things take a long time to do, they can do fewer of them. Many Americans believe that more and faster are better. They do not like to stand in line and wait, and they originated "fast food." Americans believe that "getting things done" (and doing them quickly) may be more important than other things. On the other hand, a number of other cultures believe that slower is better and that building and maintaining relationships takes priority over "getting things done" at the expense of relationships.

(Adapted from the Peace Corps publication ***Culture Matters*** *(pp. 134-135). You may find the full text of this publication at the Web site: www.peacecorps.gov/wws/culturematters/index/html).*

Lesson Two, Part Two: You Americans

1. Explain to students that Worksheet #7 provides useful explanations of why others may think in a particular way about Americans. Also explain to students that it would be almost impossible for one of the above statements to be true of all Americans. Within every culture there are wide variations of behavior simply because there are so many factors—in addition to culture—that can cause an individual to behave in a certain way: age, gender, personality, and experience.

2. It's important to remember that no one American is quite like any other American, but a handful of core values and beliefs do underlie and permeate our national culture (just like a handful of core values and beliefs underlie Dominican culture). These values and beliefs don't apply across the board in every situation, and we may, on occasion, even act in ways that directly contradict them. But they are still at the heart of our cultural beliefs.

3. Explain to students that if the statements about 'You Americans' were actually meant to apply to all Americans, this would be an example of cultural stereotyping. Ask students to discuss in pairs: How would you feel if someone from another country had stereotypes about you before the person even knew you? Then conduct a whole-class discussion.

Journal Entry:

1. Ask students to respond to three out of four of these prompts:
   - Explain how you would avoid stereotyping if you were a Peace Corps Volunteer just beginning to serve in another culture.
   - Explain a time when stereotyping others has happened in this country or even in this school.
   - How can stereotyping others, because of their culture, be avoided? Why bother?
   - Explain why avoiding stereotyping would make this community or this school a better place to live.

2. After students have responded in their journals, have them discuss their responses with two other students. Then conduct a whole-class discussion.

It Depends on Your Point of View

Courage is resistance to fear, mastery of fear—not absence of fear

Mark Twain, Author

The Module at a Glance

This module contains three lessons, designed to develop students' skills at seeing a situation from two points of view. In doing this, students will begin to understand the importance of being able to see things from another culture's point of view. They will learn that understanding another culture involves being able to interpret behaviors, customs, actions, and practices from that culture's perspective, not their own. In the process, they will learn that no two people see the same thing in exactly the same way—even if they live in the same culture. When two different cultures are involved, the situation becomes even more complex. Students will learn that it's easy to misunderstand things people say and do in a multicultural and/or a cross- cultural setting. They will practice viewing a situation from another culture's point of view. They will apply what they learn to identifying and resolving cultural misunderstandings in their own school.

Lesson One: Interpreting Behavior: Expanding Our Point of View

Objectives:

- Students will know that understanding another culture involves being able to interpret behaviors, customs, actions, and practices from more than one point of view.
- Students will know that any behavior has to be interpreted in two ways: the meaning given to it by the person who does the action; and the meaning given to it by the person who observes the action.
- Students will be able to explain how others interpret the same reality in different ways.
- Students will practice the skill of interpreting a situation from two different points of view.

Instructions:

1. Ask students: Have you ever had the experience of going to a movie or watching a video with a friend and, at the end of the movie, each of you thought different things in the movie were important? funny? sad? boring? interesting?

Enduring Understandings:

- It's easy to misunderstand things people say and do in a multicultural and/or a cross-cultural setting.
- To avoid misunderstanding the behavior of individuals from another culture, you have to try to see the world from their point of view, not yours.

Essential Questions:

- How do you learn to see things from another culture's point of view?
- Why is it easy for Americans to misunderstand people from another culture?
- Why does it take patience and skill to see things from another culture's point of view?

Topical Questions:

- Why would it be easy for Dominicans to misunderstand me?
- How can I avoid misunderstanding people from the Dominican Republic?

Standards:

National Council for the Social Studies Standards:

Culture (Theme I): Social studies programs should include experiences that provide for the study of culture and cultural diversity so that the learner can:

- Compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.
- Explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.

Language Arts Standards:

- The learner will demonstrate competence in the general skills and strategies of the writing process.
- The learner will demonstrate competence in the skills of speaking and listening as tools for learning.

Assessments:

Journal Entries; Writing Tasks; Case Studies; Role Reversals.

Materials:

Copies of the *Understanding Cultures Activity; Jogging Alone; Jogging Alone Graphic Organizer; Self-Assessment Checklist.*

Time: Three-four days

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2. Ask students: How can that be? You each saw the very same movie. How can two people watch the same movie and see different things?

3. Follow these questions with a whole-class discussion. Lead students to the awareness that no two people see the same thing in exactly the same way. Each person brings to the situation their own values, beliefs, and life experiences.

4. Explain to students that we all believe that we observe reality—things as they are. But what actually happens is that the mind interprets what the eyes see and gives it meaning. It is only at this point, when meaning is assigned, that we can truly say we have *seen* something.

5. In other words, what we see is as much in the mind as it is in reality. If you consider that the mind of a person from one culture is going to be different in many ways from the mind of a person from another culture, then you have the explanation for that most fundamental of all cross-cultural problems: the fact that two people look upon the same reality, the same example of behavior, and see two entirely different things.

6. Make the point that any behavior observed by two people from different cultures has to be interpreted in two ways:
   - the meaning given to it by the person who *does* the action; and
   - the meaning given to it by the person who *observes* the action.

7. Only when these two meanings are the same do we have successful communication-- successful in the sense that the meaning that was intended by the doer is the one that was understood by the observer.

8. Explain to students that they will now participate in an activity that will help to clarify these concepts. Make copies of Worksheet #8, *Understanding Cultural Viewpoints*, on pages 106-107. Distribute to all students.

9. Have students complete Part I of this activity first. In groups of three, ask students to discuss their answers to the six questions. Ask them to note similarities and differences in individuals' responses to each question. After five minutes of small group discussion, ask students: Did all three students in each group share exactly the same response? Were your viewpoints similar, or was there some variation? Explain that it is rare that three people would have exactly the same opinion on a subject. Opinions might be similar, but not identical.

10. Reinforce the idea that if two people from the same culture often view a situation in two different ways, it is even more complicated when two people from different cultures view a situation. Culture exerts a powerful influence on our point of view.

11. Now have students complete Part 2 of this activity. In their same groups of three, ask students to compare their responses to the same questions, but now with the knowledge of the cultural context. Ask: Now that you had information about the cultural context in which the behaviors occurred, how did your responses change?

12. Explain to students that, if they were to go to another culture, they would need to be careful not to make snap judgments about a particular behavior or custom, until they understood the cultural context—and the reasons why that behavior was accepted as "normal."

13. Remind students of the point made in the last module: We always view something as "normal" when compared to a certain standard. In our case, the standard is American culture. When going into another culture, you have to set aside what the standard for "normal" is in American culture and try to understand the reasons why something is accepted as "normal" in another culture (according to *that* culture's standards).

14. Conduct a whole-class discussion on the following questions:
    - Does understanding another culture's point of view necessarily mean you have to agree with it?
    - Can you disagree with a person's cultural belief and still have a respectful relationship?

15. Keep in mind that students' responses are a reflection of the developmental level of their thinking. You can raise the level of students' thinking by conducting open-ended discussion where all responses are respected. Rather than making a judgment on a particular student's response, it is more useful to ask: "Does anyone have another opinion on the subject?" In this way, all students will feel safe in sharing their opinions. As other opinions are expressed, initial viewpoints may change.

Journal Entry:

Ask students to respond in their journals to the following essential question:

- Why does it take patience and skill to see things from another culture's point of view?

Worksheet # 8

Understanding Cultural Viewpoints

(Adapted from the Peace Corps publication **Culture Matters**. You may find the full text of this publication on the Web site: www.peacecorps.gov/wws/culturematters/index/html).

PART ONE

In the first part of this exercise, read the description of the six instances of behavior given below and write down your immediate response to or interpretation of that behavior in terms of your own cultural values, beliefs, or perceptions. The first one has been done for you.

1. A person comes to a meeting half an hour after the scheduled starting time.
   Your Interpretation: This person is late and should at least apologize or give an explanation.

2. Someone kicks a dog.
   Your interpretation:

3. A woman carries a heavy jug of water on her head while her husband walks in front of her carrying nothing.
   Your interpretation:

4. A male guest helps a hostess carry dirty dishes into the kitchen.
   Your interpretation:

5. A young man and young woman are kissing each other in public.
   Your interpretation:

6. While taking an exam, a student copies from the paper of another student.
   Your interpretation:

PART TWO

In this second part of the activity, you are asked to imagine how these some of the same behaviors would be perceived or interpreted by someone from a culture different than your own. The particular cultural difference is described in each case. Read each behavior and the description of the culture, and then write in the space provided how you think a person from such a culture would interpret that behavior.

1. A person comes to a meeting half an hour after the scheduled starting time. How would this act be interpreted:
    - by someone from a culture where people often arrive half an hour after the scheduled starting time?
      Interpretation:

2. Someone kicks a dog. How would this act be interpreted:
    - by someone from a country where dogs tend to carry disease?
      Interpretation:

3. A woman carries a heavy jug of water on her head while her husband walks in front of her carrying nothing. How would this be interpreted:
    - by someone from a culture where carrying water is seldom done by men?
      Interpretation:

4. A male guest helps a hostess carry dirty dishes into the kitchen. How would this act be interpreted:
    - by someone from a culture where men are not expected to clean up after a meal?
      Interpretation:

Lesson Two: Resolving a Cross-Cultural Misunderstanding

Objectives:

- Students will understand that cross-cultural misunderstandings are common occurrences.
- Students will identify a solution to a cross-cultural misunderstanding.

Instructions:

1. Remind students of the essential understanding of this unit: *Culture influences how we view ourselves, others, and the world.*

2. Ask students to participate in a "Say and Switch" activity. In "Say and Switch," students form pairs and decide who will be Partner A and who will be Partner B. When a question is asked by the teacher, Partner A begins to respond to the question with his/her own ideas, while Partner B carefully listens. "A" stops speaking as soon as time is called (usually 45-60 seconds) and the partners switch roles. "B" now has the opportunity to pick up the discussion where "A" left off and also to state his/her own opinions about the question while "A" carefully listens. After 45-60 seconds, time is called, and the partners switch roles again. The process continues for several more rounds so that each student has the opportunity to speak at least three times.

3. The question for the "Say and Switch" activity in this lesson is: *Why would it be easy for others to misunderstand me?*

4. When you've completed the "Say and Switch" activity, explain to students that they will now have the opportunity to read about the way in which Dominicans misunderstood an American Peace Corps Volunteer who was doing something that we, here in the United States, think is perfectly normal.

5. Give students a copy of Worksheet #9, *Jogging Alone*, on page 110. The anecdote describes an incident involving a Peace Corps Volunteer who had one way of looking at a situation, and her neighbors, who interpreted the situation differently.

6. Ask students to read the Peace Corps Volunteer's account. As they are reading it, ask them to think about how they might solve the dilemma. Then ask students to work in pairs to respond to the questions at the bottom of the worksheet.

7. When students have had sufficient time for discussion, elicit responses to each question. Allow time for differing responses to be considered and respected.

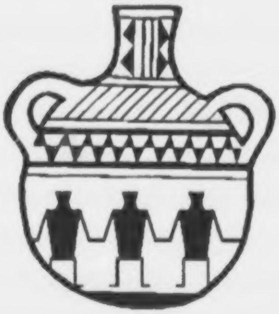
8. Ask each student to pretend that he/she was the Peace Corps Volunteer in the jogging incident. Ask each student (in the role of a Peace Corps Volunteer) to write a letter "home" to his/her "parent" describing the incident and how it was resolved.

9. Provide students with an Assessment Checklist (sample below) before they begin writing their letters. Have students exchange the first draft of their letters with another student for peer review and feedback. (The review and feedback should be based on the criteria in the Assessment Checklist). Then have students revise and polish their letters.

10. Have students share their letters with a new partner. Then ask for volunteers to read their letters to the class.

Sample Assessment Checklist for Letter

- ✓ The jogging incident is described in a factual manner.
- ✓ The needs and feelings of the Peace Corps Volunteer are described.
- ✓ The needs and feelings of the Dominicans are described in a way that is respectful of their culture.
- ✓ The Peace Corps Volunteer explains what he/she did to resolve the problem in a way that was respectful of Dominican culture.
- ✓ The letter is organized into a number of paragraphs that follow each other in a logical order.
- ✓ The mechanics of English (grammar, punctuation, and spelling) are correct.



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Worksheet #9

Jogging Alone

"When I first arrived in my village in the Dominican Republic, I began to have a problem with my morning jogging routine. I used to jog every day when I was at home in the U.S., so when I arrived in my village in the Dominican Republic, I set myself a goal to continue jogging two miles every morning. I really liked the peaceful feeling of jogging alone as the sun came up. But this did not last for long. The people in my village simply couldn't understand why someone would want to run alone. Soon people began to appear at their doorways offering me a cup of coffee, or others would invite me to stop in for a visit. Sometimes this would happen four or five times as I tried to continue jogging. They even began sending their children to run behind me so I wouldn't be lonely. They were unable to understand the American custom of exercising alone. I was faced with a dilemma. I really enjoyed my early morning runs. However, I soon realized that it's considered impolite in Dominican villages not to accept a cup of coffee, or stop and chat when you pass people who are sitting on their front steps. I didn't want to give up jogging. But, at the same time, I wanted to show respect for the customs of the Dominican Republic—and not be viewed as odd or strange."

- What was the American's point of view here?
- What American cultural norm did the American think would be viewed as perfectly normal in the Dominican Republic?
- Describe a way you think that the American could respect the Dominican need to show hospitality to a stranger and, at the same time, not have to give up jogging.

- What was the Dominicans' point of view here?
- What was the reason for the Dominicans' point of view? What cultural norm did the Dominicans have that made them view the American's behavior as "strange"?
- How might the Dominicans begin to understand and respect American cultural norms and, at the same time, satisfy their own need to show hospitality to strangers?

Lesson Three: Seeing Both Sides of an Issue

Objectives:

- Students will practice the skill of seeing an issue from different points of view.
- Students will identify examples of cross-cultural misunderstandings in their own school and ways to resolve them.

Instructions:

1. Explain to students that there are often two or more equally reasonable ways to view a situation, depending on your culture. Explain that being able to see multiple sides of an issue is an important life skill. Ask students why they think this may be so. Explain to students that actively listening to another's viewpoint with an open mind is sometimes the most powerful thing they can do when misunderstandings occur.

2. Remind students that active listening is one of the most underrated communication skills. Review with them the rules of active listening. (Maintain direct eye contact. No interruptions. Keep an encouraging facial expression. Use positive body language. If the person who is speaking gets stuck, ask: Is there more you would like me to know? and then resume listening.) Ask for two student volunteers to model the skill of active listening in a brief conversation about "Something surprising that happened to me this week." One student will be the speaker and one student will be the active listener.

3. Inform students that they will now have the opportunity to practice seeing an issue from different points of view.

4. On each of four pieces of chart paper write one of the following: Strongly Agree, Agree, Disagree, or Strongly Disagree. Tape each piece of chart paper on the wall in a different corner of the room.

5. Explain to students that in a moment, you will state a controversial issue and they will have the opportunity to express their opinion on it by moving to one of the four corners of the room. When they have moved to their desired corner, ask students to discuss the reasons why they have taken this position on the issue.

6. State the following issue: *My way of doing things is the best way of doing things.* Have students move to their desired corner—the one that expresses their opinion on this issue.

7. Ask students to form pairs and explain the reasons behind their opinions to each other (using active listening). After students have had a chance to discuss the reasons for their position, ask a spokesperson from each corner to state the reasons behind their group's position.

In England, if something goes wrong—say, if one finds a skunk in the garden, he writes to the family lawyer who proceeds to take the proper measures; whereas in America you telephone the fire department. Each response satisfies a characteristic need: In the English, love of order and legalistic procedure; and here in America what you like is something vivid and swift.

A.E. Whitehead, Author

8. Next, let students know that they will have an opportunity to see the issue from another point of view. Ask the "Strongly Agree" group to move to the "Disagree" group's corner and the "Disagree" group to move to the "Strongly Agree" corner. Then ask the "Strongly Disagree" group to move to the "Agree" group's corner, as the "Agree" group moves to the "Strongly Disagree" group's corner.

9. When students have moved to their designated corners, ask them to put their first opinion aside for a moment, to keep an open mind, and to try to think of all the reasons why they might take the opposite position on the same statement: *My way of doing things is the best way of doing things.*

10. After students have had a chance to discuss the reasons for their "new" position with a partner (again, using active listening), ask a spokesperson from each corner to state the reasons behind their group's "new" position.

11. Debrief the activity by asking students how it felt to let go of their original positions and see the issue from another viewpoint.

12. When the discussion has ended, explain to students that the discomfort they might have felt having to take a position opposite to their true feelings, is somewhat like the discomfort they might feel when they are in another culture that sees some things differently than they do.

13. Conclude the lesson by reminding students again of the enduring understanding for this module: *It's easy to misunderstand things people do in a cross-cultural setting. To keep from misunderstanding the behavior of others from another culture, you have to try to see the world from their point of view, not yours.*

14. Ask students: How would putting this idea into practice make our world a better place? Make our school a better place? Ask them to respond to this question first in a class discussion and then as a journal entry.

Choices and Explorations for Further Study:

Ask students to select one of the following writing activities:

- Imagine you are a Dominican in a community where a Peace Corps Volunteer serves. Write a letter to a fellow Dominican describing two or three things Americans do that seem puzzling, odd, or humorous.
- Describe a situation in which you were misunderstood by others. Write about it from two points of view: your own point of view and the other person's point of view. Explain how your position could be justified and how the other person's position could be justified. Provide concrete examples.

Context and Crossing Cultures

The Module at a Glance

This module builds on Module Four and helps students deepen their understanding of the importance of being able to see the world from another culture's point of view. Students will explore why, when crossing cultures, the ability to "read the context" is essential. Crossing cultures is often not easy. However, there are certain "fundamentals" of culture that students will examine in this module to strengthen their ability to read the context of a culture other than their own. Based on this knowledge, students will develop several guidelines for moving into a new culture. In the performance task at the end of the unit, students will interview others who have come to the U.S. from other cultures. They will learn from the experiences of the interviewees what it feels like to cross cultures and read the context of an unfamiliar place. Note: For complete information on the fundamentals of culture see the Peace Corps' cross-cultural workbook, *Culture Matters*. This publication can be found at the Coverdell World Wise Schools' Web site *www.peacecorps.gov/wws/culturematters/*.

Lesson One, Part One: The Fundamentals of Culture

Objectives:

- Students will be able to explain at least two of the fundamentals of culture.
- Students will improve their ability to see the world from more than one point of view.

Instructions:

1. Revisit with students the essential understandings from Module Four:
   - It's easy to misunderstand things people say and do in a multicultural and/or a cross-cultural setting.
   - To avoid misunderstanding the behavior of individuals from another culture, you have to interpret that behavior from their point of view, not yours.

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Enduring Understandings:

- Crossing cultures isn't easy. Crossing cultures is a complex process where the ability to "read the context" and respond appropriately is essential.
- There are certain "fundamentals of culture" that can provide a structure for thinking about and analyzing the ways people think and behave in various cultures.
- The ability to understand and respect cultural differences can bring greater harmony and understanding into your school, community, and the world.

Essential Questions:

- How do you figure out the context of a cross-cultural situation? Why bother?
- How can you use the fundamentals of culture to understand cultural differences?
- If you were to master the skills needed for crossing cultures, what difference could it make in your own life, in your school, and in your community?

Topical Questions:

- What do I need to know and be able to do to cross cultures effectively?
- How can I use contextual clues to understand the cultural norms of the Dominican Republic?
- How can this knowledge make me more skillful in communicating and developing positive relationships with people in other cultures?

Standards:

National Council for the Social Studies Standards:

Culture (Theme I): Social studies programs should include experiences that provide for the study of culture and cultural diversity so that the learner can:

- Compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.
- Explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.

Language Arts Standards

- The learner will demonstrate competence in the general skills and strategies of the reading/writing process.
- The learner will demonstrate competence in the skills of speaking and listening as tools for learning.

Assessments:

Journal Entries; Interviews; Group Projects; Writing Tasks; Performance Tasks.

Materials:

Fundamentals of Culture; Two Views of Time

Estimated Time: Two-three days

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2. Have posted or written on the board the essential understandings of this module:
    - Crossing cultures isn't easy. Crossing cultures is a complex process where the ability to read the context and respond appropriately is essential.
    - There are certain fundamentals of culture that can provide a structure for thinking about and analyzing the ways people think and behave in various cultures.

3. Let students know that in this particular lesson, they will be looking at the question: How do you learn to read the *context* of a cross cultural situation?

4. Be sure that students know the meaning of "context" (the circumstances in which a particular event or action occurs). Provide some examples:
    - In a movie theater, people are expected to line up quietly to buy their tickets. It is considered rude to cut into that line.
    - In public transportation, such as buses and subways, people rarely talk to people they don't know. This is considered to be a way of respecting people's right to privacy.
    - Teens behave differently when they are at home with their families, than they do when they are with friends at school.

5. Explain to students that *context* refers to the often unwritten rules or norms that have evolved and become a part of a group's expected behavior in various situations. In the examples above, the context would be:
    - Unwritten rules about behavior in a movie theater.
    - Unwritten rules about behavior in public transportation vehicles.
    - Acceptable behavior at home vs. acceptable behavior with friends.

6. Ask students: What would be some examples of things you would never want your friends to do when they were in the presence of your parents? Ask why a particular behavior would be considered "unacceptable." Ask: Is this rule written in a book anywhere, or do you just know it?

7. Ask students: What would be some examples of things you would never want your parents to do when they were in the presence of your friends? Ask students why a particular behavior by their parents would be considered "unacceptable." Ask again: Is this rule written in a book anywhere, or do you and your friends just know it?

8. Explain that if you "just know" it, it is a cultural norm among your friends. This norm guides behavior and lets everyone know what's right and what's rude when they are in the presence of someone's parents.

9. Explain to students that just as there are cultural norms in this school, or this community, or this country, there are cultural norms in other countries. When you step out of one culture and step into another one, we call it "crossing cultures."

10. Explain to students that crossing cultures is not just limited to going from one country to another. Sometimes we can get the experience of crossing cultures when we move from one neighborhood to another, from one town to another, from one school to another, or even from one group to another. In each new place, what is accepted as normal behavior may be similar to what is acceptable in the old

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place or it might be very different. To "read" a new culture accurately takes time, observation, sensitivity, and not jumping to conclusions too quickly.

11. Ask students: Think about a time when you were in a new situation, didn't read the context, and did or said something inappropriate—a situation after which, you said to yourself: "If only I had known...." "If only someone had told me...." Relate the story of this event to students.

12. Ask students: Was there ever a time when you thought you were doing/saying the right thing, and it turned out to be the opposite because you didn't understand the unwritten "rules," the context? Ask: What made it hard to read the context? What helped you understand what went wrong? What helped you understand how to avoid messing up again?

13. Explain to students that they will now be learning about some things that will help them read the context more easily. These are called "fundamentals of culture" (see *Culture Matters*, page 29). Knowledge of these fundamentals is one of the many ways students can increase their ability to read the context of a cross-cultural situation. Explain to students that the "fundamentals of culture" are like building blocks we can use to better understand our own and other cultures. The fundamentals of culture are listed below.

The Fundamentals of Culture

The fundamental ways cultures differ is in the way they view:

- The concept of *time* (e.g., How important is punctuality? Are people's lives driven by the clock, or do people have a more relaxed view of time?)
- The concept of the *self* (e.g., Is the culture more individualist, or is it more collectivist? Is individual self-reliance and independence more important, or is ensuring the well-being of the group more important?)
- The concept of *locus of control* (e.g., Do people believe they control their own lives and their own destinies, or do people believe things "just happen" to them due to fate—or due to outside forces they cannot control?)
- The concept of *personal vs. societal obligations* (e.g., Do the same rules apply to everyone, regardless of the situation, or are exceptions made for certain individuals depending on the circumstances?)

Not everything people do can be explained through these four concepts, but they are so fundamental that they are often the source of (or reason behind) a wide range of thought and behavior. Often, the most significant ways in which cultures differ are in how they view and react to these four concepts.

These fundamentals give us a structure for thinking about and analyzing culture that can help us explain why people from another culture think and behave the way they do—and also why we think and behave the way we do.

16. Explain to students that one of the easiest "fundamentals" of culture to understand is the differences in the way people from different cultures view time. In some cultures or some groups, for example, it is expected that people may not arrive on time for a meeting or a social event. Being punctual is not an important value in that setting. Peace Corps Volunteers in the Dominican Republic have observed the following:
    - "The culture of the town where I live is based on a slow, easy pace of life. People always seem to have time to stop and talk with you, no matter what they may be doing."
    - "I went to the meeting late. This was the custom in the Dominican Republic. Meetings rarely started at the appointed time."

17. On an overhead projector, show students the following two—and somewhat conflicting—viewpoints about time:
    - Our lives should be run by a schedule.
    - Our lives should not be run by a schedule.

18. Ask students who agree with the first statement to please stand up and move to one side of the room.

19. Ask students who agree with the second statement to stand up and move to the opposite side of the room.

20. Have students visualize an imaginary line connecting the two groups on either side of the room. Then ask: Is there anyone who feels undecided or somewhere in the middle of these two positions? Ask those students to move to the middle of the imaginary line.

21. Explain to students that they have just formed a continuum or a range of opinions on a specific topic. Explain that when people are taking an opinion poll, they might say: "On a scale of 1 - 10, where 1 = "Strongly Agree" and 10 = "Strongly Disagree," provide a number that indicates your opinion on the topic. For example, the number "5" would indicate "not sure" and the number 3 would indicate "agree, but not strongly."

22. Based on this explanation, give students the opportunity to shift their position on the continuum (e.g., some students may wish to move from the "10" position to the "8" position, indicating that they disagree but not "strongly," or from the "1" position to the "2" position, and so forth).

23. Ask students to partner with someone next to them and explain why they have selected their particular position on the continuum. Then ask for volunteers to share several reasons with the whole class.

24. After students have taken their seats, explain that cultures differ in how people conceive of and handle time, and how their concept of time affects their interactions with each other. We can say that different cultures view the concept of time on a continuum. It's also important to remember that views about the importance of time can be influenced by personality or age as well as culture.

Lesson One, Part Two

1. Explain to students that the two ends of the cultural continuum for looking at how time is conceived of are "monochronic" on one end and "polychronic" on the other end. These may sound like complicated words, but they can be taken apart and understood quite easily. The word monochronic can be broken up into two parts: "mono" and "chronic." "Mono" means one, as in monorail (one rail on which a train of cars travels). "Chronic" means time, as in chronological order. In monochronic cultures, punctuality is valued, because time is viewed in just one way.

2. The word polychronic can also be broken up into two parts: "poly" meaning many and "chronic" meaning "time." In polychronic cultures, punctuality is simply not that important because time is viewed in many different ways.

3. Ask students: In general, do you think the United States has a monochronic culture or a polychronic culture? How strongly is punctuality valued? Does this value differ among age groups?

4. Read students the descriptions of "monochronic" and "polychronic" cultures below.

Two Views of Time

- *Monochronic:* In monochronic cultures, the belief is that time is fixed and people need to regulate their lives by it. The needs of people are secondary to the demands of time—schedules, deadlines, etc. Schedules are sacred, to be late is rude, interruptions are considered "bad," and "time is money." These cultures believe that time is quantifiable, and a limited amount of it is available. People do one thing at a time and finish it before starting something else, regardless of circumstances. In these cultures, the focus is: 1) on the task and getting the job done quickly, and 2) on establishing and maintaining relationships.

- *Polychronic:* In polychronic cultures, the belief is that time is the servant and tool of people. Time is adjusted to suit the needs of people. Plans frequently change, and being made to wait is normal. These cultures believe that more time is always available, and you are never too busy. People often have to do several things simultaneously, as required by circumstances. It's not necessary to finish one thing before starting another, nor to finish your business with one person before starting in with another. In these cultures, the focus is: 1) on the person and establishing relationships, and 2) on the task and getting the job done quickly.

5. Explain to students that time is often a cultural phenomenon. How time is treated varies from one culture to another. However, views of time may also vary within cultures, based on the personal preferences of individuals. We know that time is cultural, when a particular approach applies to large groups of people, or the majority of people in a particular culture. Tell students that they will soon have an opportunity to see if their own concept of time is more monochronic or polychronic.

6. Explain to students that people in different places have very different concepts of time. Some cultures are more "clock-driven" than others. In some cultures, it is expected that people will arrive late for an appointment, and therefore, this is anticipated in advance. In other cultures, it is expected that people will arrive on time. A Peace Corps Volunteer once noted: *Neither behavior is right nor wrong, better nor worse. It is just different. Accept this in others and enjoy the difference.*

7. Ask students to respond to the statement in italics above. Do they agree with it? Ask students to back up their opinions with reasons.

8. Then lead students into assessing their own feelings about the importance of being on time. Explain that they will have an opportunity to complete a questionnaire that will give them a rough idea of their approach to time (monochronic or polychronic). Ask students if they think they can predict in advance if they are more on the polychronic, or more on the monochronic, end of the continuum. Ask students to write their prediction down on a piece of paper and fold the paper until they have completed taking and scoring the time continuum questionnaire.

9. Provide students with a copy of the inventory in Worksheet #10 on page 120. Explain how it works, and ask them to complete it.

The immature rice stalk stands erect, while the mature stalk, heavy with grain, bends over.

Cambodian proverb

Worksheet #10

SCORE YOURSELF: Monochronic or Polychronic

(Adapted from the Peace Corps publication **Culture Matters**. You may find the full text of this publication at the Web site: www.peacecorps.gov/wws/culturematters/index/html).

The exercise below can help you to discover whether your own concept of time is more monochronic or polychronic. After reading the paired statements, circle the one that best describes the action you would take or the way you feel about the particular topic. For example: read statements 1a and 1b, then decide which one is more like you and circle that one.

1a. People should always stand in line so they can be waited on one at a time.
1b. There's no need to stand in line, as people will be waited on when they are ready for service.

2a. Interruptions usually cannot be avoided and are often quite helpful.
2b. Interruptions should be avoided whenever possible.

3a. It's more efficient if you do one thing at a time.
3b. I can get as much done if I work on two or three things at the same time.

4a. It's more important to come to agreement, even if it takes more time.
4b. It's more important to stick to the schedule.

5a. Unexpected things are hard to adjust to and should be avoided where possible.
5b. Unexpected things happen all the time. That's life.

6a. You shouldn't acknowledge a new visitor when you are still meeting with another person.
6b. It would be rude to ignore a visitor who drops by.

7a. You shouldn't take a deadline too seriously. Anything can happen. What's a deadline between friends?
7b. Deadlines are like a promise. Many other things depend on them, so they should not be treated lightly.

8a. It's important in a meeting not to become distracted by something else that comes up. You should stick to the agenda.
8b. Distractions are inevitable. An agenda is just a piece of paper.

9a. I tend to be people-oriented.
9b. I tend to be task-oriented and like to get the job done.

10a. Personal talk is part of the job.
10b. Personal talk should be saved for after business hours or during lunch.

10. Explain to students that there is nothing scientific about this exercise. Most of the paired statements are taken out of context. So you might select one alternative in one situation and the opposite alternative in another set of circumstances. In this exercise, however, you have been exposed to some alternative behaviors and ways of thinking about time that you may want to consider as you seek to better understand others.

11. Tell students that the following behaviors tend to be more characteristic of people with a monochronic world view: 1a, 2b, 3a, 4b, 5a, 6a, 7b, 8a, 9b, 10b. And the following behaviors tend to be more characteristic of people with a polychronic world view: 1b, 2a, 3b, 4a, 5b, 6b, 7a, 8b, 9a, 10a.

12. Ask students to form a "human continuum" the way they did earlier in the lesson. At the left side of the room, post a piece of chart paper that reads "Polychronic." At the right side of the room, post a piece of chart paper that reads "Monochronic." Explain to students that this continuum will be marked by a set of numbers from 1-10. The number "1" will be on the polychronic side of the room and the number "10" will be on the monochronic side of the room.

13. Ask students to line up on this continuum at the point they think indicates their approach to time (monochronic or polychronic). Explain that some students may stand at the number "7" point on the continuum. This would mean that they tend to have a more monochronic approach to time but sometimes behave in a polychronic way. Some students may stand at the number "5" right in the middle. This would mean that their approach to time is polychronic in some situations and monochronic in others. Some students may stand at the number "3." This would indicate that they tend to have a somewhat polychronic approach to time.

14. Ask students if they remember the Peace Corps Volunteers' comments about time in the Dominican Republic. Perhaps you will need to refer back to the video or the quotes and the Volunteers' comments about time (e.g., "The pace of life is slower." "I learned to slow down." "Time is not that important.").

16. Ask students where they predict a significant number of people in the Dominican Republic might be on the continuum. Ask students why they think this is so. Ask students: "If you were to go to the Dominican Republic, how would you adjust your behavior to accommodate the Dominican approach to time?"

17. Discuss with students: If time were less important in the U.S. and the pace of life were slower, what impact might that have on your life?

Journal Entry:

Ask students to be seated and ask them to respond to the journal prompts below. Afterwards, conduct a whole-class discussion on the journal responses. Be sure to explain that this activity was not meant to stereotype people in this class or people in another culture.

- Are there aspects of each approach to time that you like and agree with? What are they and why?
- Are there aspects of each approach to time that you dislike and disagree with? What are they and why?

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Lesson One, Part Three

1. Review with students a second "fundamental" of culture: the concept of the "self." See the definitions below.

The Concept of Self: Individualism and Collectivism

(Adapted from the Peace Corps publication **Culture Matters**. You may find the full text of this publication at the Web site: www.peacecorps.gov/wws/culturematters/index/html).

The concept of "self" exists on a continuum from individualism on one side and collectivism on the other. The two concepts are described briefly below. While no culture is exclusively individualist or collectivist, most tend to be more one than the other.

COLLECTIVIST: In collectivist cultures, a person's identity is a function of his/her connection to and role in a group, e.g., the family or work team. The survival and success of the group ensures the well-being of the individual, so that by considering the needs and feelings of others, one protects oneself. Harmony and the interdependence of group members are stressed and valued. Individuals protect group members from "losing face." Group members are relatively close psychologically and emotionally, but distant between themselves and nongroup members. There is much emphasis on the family and extended family.

INDIVIDUALIST: In individualistic cultures, a person's identity does not necessarily stem from his/her connection to or role in a group. Rather, taking care of oneself and being self-sufficient is considered to be the way to contribute to the well-being of the group. There is a strong value placed on being "independent." A person's role in his/her extended family is not viewed as being as important as it is in collectivist cultures. "Standing on one's own two feet" is considered important. Self-reliance and individual responsibility are greatly stressed and valued. The needs of the individual often take precedence over the needs of the group.

2. Explain to students that these concepts will become clearer when they read the following account of behavior in the Dominican Republic (which has a more a more collectivist culture). Explain to students that this account was provided by an American who lived in the Dominican Republic for four years.

3. Give students a copy of Worksheet #11 on page 123 and ask them to discuss it with a partner.

4. Ask students to discuss the following questions with their partners: Have you seen similar examples of this kind of behavior in the United States? Would you say that this kind of behavior is common in the U.S.? For what reasons do you think this is so?

Worksheet #11
Behavior in a Collectivist Culture

"With respect to cultural differences, the whole concept of sharing seems to be different in the Dominican Republic. Sharing —especially in communities of poverty— is very important. Communities of poverty require a culture of sharing. Whereas a community of plenty, such as we have here in the U.S., emphasizes individual self-reliance.

"It's as simple as this example: If you were to go into a local colmado (small grocery store) in a village or small town and ask the owner this question: 'What's the difference between Dominican teenagers and American teenagers?' He would answer: 'Well, if five American teenagers were to come into this store they would buy five bottles of Coke. If five Dominican teenagers came in, they would buy one Coke and get five cups. And they would share the five cups until they finished the Coke. And then, they'd buy another Coke and share it among themselves in the same way.'

"I don't think the culture is much different in Dominican cities from the culture in the countryside or campos (small villages). Here is another example: If you were in an outdoor restaurant in a town in the Dominican Republic, you might see some street children watching to see if you had any leftovers to give them. And if you had, let's say, a cookie, a leftover cookie, you might offer it to these four little children (who may not have eaten that day). And one of them would come up to you, take the cookie you offered, break it into four pieces, and share it with the three other children who are with him.

"Even though the one child may have been very hungry, the instinctive response is this: You may not have much, but what you do have, you are required by your culture to share—and this is ingrained in children at an early age, so that the behavior becomes almost automatic.

"Where does this cultural norm come from? I think it comes from survival. You couldn't survive in the Dominican Republic if you were individualistic or competitive. But there is also a tremendous emphasis on hospitality and sharing in that culture. Any stranger will experience this in the villages and towns in the Dominican Republic." (Visitor to the Dominican Republic)

5. After partners have had a chance to discuss the questions in #4 above, lead a whole class discussion, eliciting responses from volunteers.

6. Now ask students to form a "human continuum" the way they did when they expressed their opinions about time. At the left side of the room, post a sign that reads "Individualist." At the right side of the room, post a sign that reads "Collectivist." Explain to students that this continuum will be marked by a set of numbers from 1-10. The number "1" will be on the collectivist side of the room and the number "10" will be on the individualist side of the room.

7. Ask students to line up at the point they think indicates where the majority of people in the United States would fit on the continuum between individualist or collectivist. Ask students to discuss the reason for their position on the continuum with a partner.

8. Then ask the question: Do you think the United States as a whole has a collectivist culture or an individualistic culture? Lead a whole-class discussion, making sure that students support their opinion with an example. In a multicultural classroom, you might have a wide divergence of opinions on this topic.

Journal Entry:

Ask students to respond to the following journal prompts:

- If you were going into another culture that you knew had a polychronic view of time and a collectivist concept of the self, how would you prepare yourself?
- If you didn't know anything about this culture, how would you go about "reading the context?"

Lesson Two: Reading the Context

Objectives:

- Students will reinforce their understanding of cultural context.
- Students will be able to write a list of suggested behaviors when moving into a new culture.

When I first went to Korea as a Peace Corps Volunteer in 1967, my world was configured by the grammar of English and I believed, without having ever thought about it, that everyone in the world saw 'things' just as I did. As I started to learn Korean I began to see that language skewed actual reality around, and as I got better at it, I began to understand that it was possible to see everything differently.

Richard Wiley, Author
(RPCV Korea)

Instructions:

1. Present students with this scenario:
   - Imagine that your father or mother has been offered a new job, and your family has to move to another city. You will be leaving the school that you are now attending (and where your school's "culture" is familiar to you). You will be going to a new school where the culture will be unfamiliar to you. You do not know what students consider "acceptable behavior" there. What questions will be on your mind the day before you go to the new school? Explain to students that going from one school to another one is very much like going from one culture to a new one.

2. Ask students to respond to this prompt in their journals:
   - What questions might be on your mind as you prepare to go to this new school?

3. Ask students to share their journal entries with a partner. Then ask for volunteers to share their questions with the whole class. Expected responses might be:
   - Will I fit in?
   - What clothes should I wear?
   - How do kids dress in this school?
   - What are the rules like in this school?
   - Are they similar to the rules in my old school?
   - How will I make friends?

4. Explain to students that answers to these questions are not written down anywhere. They are things you will have to discover by learning to "read the context" by observing people's behavior in this new place.

5. Now ask students to imagine that they were moving to the Dominican Republic. Based on what they have learned about the Dominican Republic so far, ask students to think about how they would go about reading the context—i.e., learning what is considered to be "normal" behavior in that town. Ask them how they would get to know the people, be sensitiveto and respectful of their way of doing things, behave appropriately for that culture, and

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begin to "fit in." Would the way they would go about reading the context in the Dominican Republic be similar or different from the way they'd begin to read the context in a new school?

6. Ask students to work in groups of four to prepare a set of guidelines about reading the context of another culture based on what they have learned so far about the Dominican Republic and about culture in general. In preparation for this, ask students to review Modules One through Four. Let students know you would like each group to come up with at least four ideas or recommendations.

Journal Entry:

Ask students to review their journal entries from this and the previous four modules, and then to write a response to the following prompts:

- What do I need to know and be able to do to read the context of another culture?
- How can my ability to understand and respect cultural differences lead to greater harmony in my school and my community?

Culminating Performance Task:

1. The structure for this performance task is the same one used in the Culminating Performance Task in the Geography Unit. It is based on guidelines from *The Understanding by Design Handbook* (McTighe and Wiggins 1999, page. 140). *The Understanding by Design Handbook* uses an acronym ("GRASPS") to help teachers design performance task scenarios See page 170 for a description of how to write a performance task.

2. Provide students with a copy of Worksheet #12. *Module Five Performance Task* on pages 127-128. Explain the task to students and provide them with a copy of Worksheet #13. *Interview Basics* on page 129 as a resource to use for their interviews.

Worksheet #12

Module Five Performance Task

GOAL: To give you the opportunity to demonstrate your comprehension of the following enduring understandings:

- Crossing cultures isn't easy. Crossing cultures is a complex process where the ability to "read the context" and respond appropriately is essential.
- There are certain "fundamentals of culture" that can provide a structure for thinking about and analyzing the ways people think and behave in various cultures.
- The ability to understand and respect cultural differences can bring greater harmony and understanding into your school, community, and the world.

ROLE: You are an experienced reporter.

AUDIENCE: Students, teachers, and parents in your school community.

SITUATION: Your class is compiling a book describing what it actually feels like to go into a new culture (e.g., from one country to another, from one city to another, or from one school to another). This book will be distributed throughout the school district to help promote cultural understanding. It will also be sold at the annual PTA/PTO fundraising event.

PRODUCT OR PERFORMANCE: You are a reporter assigned to interview someone from your school—and someone from your family—or community who has come to the United States from another culture. Your interview questions should help the people you interview explain how they felt crossing cultures and how they learned to "read" the context and "figure out the rules." Your interview questions should also encourage the people you interview to identify things about American culture that are similar to and different from their home culture. Interview summaries will be published in a class book.

STANDARDS FOR SUCCESS:

- Your interview questions help the people you interview feel comfortable in explaining what it was like to cross cultures and how they learned to "read" the context and "figure out the rules."
- You practice the skills in the attached handout entitled *Interview Basics*.
- Your interview questions encourage the people you interview to identify things about American culture that are similar to and different from their home culture.

Continued on next page

Worksheet #12 continued

- Your interview summaries contain good examples and are worthy of being published in the class book
- In practice sessions in front of the class, you demonstrate good active listening and interviewing skills.
- In practice sessions in front of the class, you demonstrate good note-taking and summarizing skills.
- Following your interviews, you work actively in a small group, share the results of your interviews, and summarize the main points in writing.
- Individuals in your small groups share your group's findings in clear, understandable presentations to the rest of the class.
- Your small group submits written summaries of the best interviews to be published in a class book.
- Your written summaries demonstrate your mastery of the enduring understandings of Module Five.

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Worksheet #13

Interview Basics

- Make a polite request for the interview (in writing or verbally).
- State the purpose of the interview.
- Inform the interviewee how much time the interview will take (15-30 minutes).
- If your interview takes place in the workplace, dress appropriately.
- Arrive on time.
- Arrive with an Interview Guide and a pen or pencil to write down answers (or a tape recorder and tape).
- Introduce yourself and say why you are here. Thank the interviewee for his/her time.
- Ask one question at a time and give the speaker ample time to think before responding.
- Be an excellent listener. (Remember that experienced interviewers do more listening than talking.)
- Use active listening techniques (maintain eye contact with the speaker; do not interrupt; remain silent until the speaker seems to have finished talking; then paraphrase the speaker's response and check for understanding).
- Take careful notes on your Interview Guide (either during or immediately after the interview).
- After each question and response, stop and summarize what you think the speaker has said. Check whether you've understood correctly. After summarizing, ask: "Is this correct?" Ask a question about anything that may seem confusing to you—or if you need an example (e.g., "I'm not sure I understood that.. Would you mind explaining it again?" "Would you say a little more about that? I'm not sure I got it.")
- Ask questions that are not on your list if the interviewee says something that triggers a question.
- At the end of the interview, thank the interviewee for his/her time.

The Cultural Universals that Bind Us

The real voyage of discovery consists not in seeing new landscapes, but in having new eyes.

Marcel Proust, Author

The Module at a Glance

This final module of the Culture Unit focuses on the enduring understanding that, despite cultural differences, there are cultural universals that unite all people in a common bond of humanity. Students identify the common needs that all humans share. They work with primary source documents to analyze the similarities in "a day in the life of a child" in the Dominican Republic and the United States. Through a second primary source document, students address the essential question: In what ways do people in the Dominican Republic and people in the United States share common needs? Finally, through various media, students respond to the question: How can an understanding of cultural universals bring greater harmony and understanding into your school, community, and the world?

Lesson One: Sharing a Common Bond of Humanity

Objectives:

- Students will explain the concept of cultural universals.
- Students will describe the common human needs that exist across cultures.

Instructions:

1. Introduce students to the concept of "cultural universals." Explain to students that the word *universal* means "including or affecting the entire world and all within the world."

2. Show students pictures of people of all ages in different parts of the world. Ask students to remember the people and the faces in the *Destination: Dominican Republic* video. Ask them to imagine that they have placed themselves in the video. Ask students the following questions:
   - What do you and the people in the video all need to survive?

3. Answers might include: air, food, water, shelter. Lead students to think about the intangibles that all humans need: love, acceptance, respect, and so forth. Ask students: What

Enduring Understandings:

- Despite cultural differences, there are cultural universals that unite all people in a common bond of humanity.
- Knowledge of these cultural universals can bring greater harmony and understanding into schools, communities, and the world.

Essential Questions:

- Despite cultural differences, how are people the same?
- In what ways do people in a diverse world share a common bond of humanity?
- How can our awareness of this common bond of humanity bring greater harmony and understanding into our school, community, and world?

Topical Questions:

- In what ways are people in the United States and people in the Dominican Republic similar, despite the cultural differences in the two countries?
- In what ways do people in the United States and people in the Dominican Republic share common needs?
- How are the people in these two countries united in a common bond of humanity?

Standards:

National Council for the Social Studies Standards

Culture (Theme I): Social studies programs should include experiences that provide for the study of culture and cultural diversity so that the learner can:

- Compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.
- how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.

Language Arts Standards

- The learner will demonstrate competence in the general skills and strategies of the reading/writing process.
- The learner will demonstrate competence in the skills of speaking and listening as tools for learning.

Assessments:

Journal Entries; Graphic Organizer; Letters Writing; Culminating Performance Task.

Materials:

Pictures or photos of people of all ages in different parts of the world; *Comparing the Lives of Children and Teens; Day in the Life of a Dominican Child; Not Just Any Other Day.*

Time: Two-three days

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is the difference between living and surviving? Ask students: Could you survive without air? Could you survive without love? Without respect? Could you live without love? Without respect?

> *The scene is a cafe in Tangiers, Morocco. Tomorrow is Sunday. I've just invited a Moroccan friend to a picnic at the beach. Will he come? "Perhaps," he says in English, translating from the Arabic,* N'shallah, *which literally means "God willing." And I'm feeling hurt. What does he mean "perhaps"? Either he wants to come or he doesn't. It's up to him. He doesn't understand why I'm so upset. Our two cultures confront each other across the tea cups. Only several years later do I understand. He would come, he meant, if Allah willed it. His wanting to come and his being able to come were not one and the same. In Morocco, unlike America, where there's a will, there's not necessarily a way. So who was I to demand an answer to my question? And who was he to give one?*
>
> *Craig Storti, Author*
> *(RPCV Morocco)*

4. As students state their opinions, make sure that they also state the reasons why they think as they do.

5. Have students respond to the following prompt in their journals:
   - Make a list of everything you think each person in the world needs to survive and live a happy life.

6. Have students share their responses with a partner. Have the partners pair with another set of partners to form a group of four. Ask these groups to share their lists with each other and decide which things are most important. Ask the group of four to combine their lists so that there is no duplication—and so there is just one new list of the things that the group thinks are most important for living and surviving.

7. Have each group appoint a spokesperson to read the group's list aloud. Call on groups in turn. As the spokespersons are reading their lists, write what they say on the chalkboard. Do not write the same word or phrase twice. Instead, put a checkmark next to the word or phrase each time it is repeated. At the end of this activity, you should have a list of the things that everyone in the class agrees are most important for life and survival.

8. As students are reading their list of items, interject a question now and then such as: Is this really important? Is it essential? Why do you think this is so? Would this be important to someone living in another country, or is this only important to Americans?

9. Ask students: Based on what you've learned so far, do you think students in the Dominican Republic would come up with the same list?

10. If so, tell students that they have just come up with a preliminary list of "cultural universals"—the things *all* people need regardless of their culture. Explain to students that this is only a preliminary list because the more they learn about other cultures or the Dominican Republic, the more likely their list might change.

Journal Entry:

Ask students to respond in their journals to the following prompt:

- Assuming the universal needs for food, shelter, and air have been met, which of the remaining items on our class list of cultural universals are MOST important to you. Why?

Lesson Two: Identifying Common Bonds of Humanity

Objectives:

- Students will use primary source documents to compare childhood in the United States with childhood in the Dominican Republic.
- Students will describe the cultural universals that both countries share.

Instructions:

1. Remind students of the children and teenagers they met in the Dominican Republic video. Ask them what still stands out in their minds. Explain to students that they will now have the opportunity to learn about a day in the life of a Dominican child/teen through the eyes of Peace Corps Volunteers (see the Primary Source Document on pages 135-137 in which Volunteers were asked to describe the daily life of children and teenagers).

2. Many Volunteers told us that the activities of a child depend upon where that child lives, how many siblings are in the family, the family's level of income, and so forth. What became very clear was that country children and city children live very different lives. Children and teenagers who live in a large city or in the capital, Santo Domingo, may lead lives that are similar to the lives of children in the United States. On the other hand, children and teenagers who live in small towns and villages in rural areas lead very different lives.

3. Provide students with copies of Worksheet #14, *Comparing the Life of Children and Teens in the U.S. and the Dominican Republic*, on page 134, and ask them to complete column one prior to reading the anecdotes in the Primary Source Document. This might be a homework assignment the night before students read the anecdotes.

4. Then give students a copy of the various descriptions of *A Day in the Life of a Dominican Child.* You can read these anecdotes to younger students. Older students can read all of them.

5. Ask students to identify as many cultural universals as they can while they are reading the anecdotes. Have students discuss their impressions in small groups. Have them consider the question: In spite of the cultural differences between the United States and the Dominican Republic, what are the cultural universals that unite the children and teenagers in these two countries in a common bond of humanity?

6. After they have read the anecdotes in the Primary Source Document on pages 135-137, have students complete the Dominican Republic column in the graphic organizer. Finally, have them identify the common bonds that children in both countries share.

Worksheet #14

Comparing the Life of Children and Teens in the United States and the Dominican Republic

Time of Day	**My Activities**	**A Day in the Life of a Domincan child or teenager**
7 AM		
8 AM		
9 AM		
10 AM		
11 AM		
Noon		
1 PM		
2 PM		
3 PM		
4 PM		
5 PM		
6 PM		
7 PM		
8 PM		
9 PM		

What are the common bonds that children in both countries share?

Primary Source Document

A Day in the Life of a Dominican Child: Anecdotes Provided by Peace Corps Volunteers

"A ten-year old girl with two siblings who lives in the country town of El Arrozal is her mother's right hand. The mother runs a corner grocery store and so during the day the daughter, Rosaria, is in charge of watching her brother and sister. The three children attend school in the morning. School in the country village is a three hour session with a 15 minute break. Rosaria stops off at the store on the way home to receive food items from her mother to cook for lunch. She helps her mother serve lunch and then—while her parents take their *siestas* (30 minute naps)—she and her brother share the clean-up activities and straighten up the house. Then the three children take their siestas. When they wake up, they either play outside with their friends, watch TV (if the electricity is working), do their homework, or go to the corner store to help their mother. The evenings are pretty calm, and the mother cooks dinner while the children take their baths. In the evenings, Rosaria fills the buckets with water for her siblings for their baths and then takes hers when they finish. The mother cooks dinner with food she brings back from the store. The mother checks their homework and then they either watch TV until bedtime or go directly to bed, depending on the hour."

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"Here in the capital city of Santo Domingo, the life of my nephew, who is 17 years old, is very different from the life of my neighbor's eighteen year old son in El Arrozal, who is married and expecting his first child. My nephew, Davy, spends his mornings at baseball practice when the weather permits, followed by a two hour lunch at home visiting with friends and watching TV. In the afternoons from two until five, he works for his uncle at his accounting firm. His job there is organizing files and reviewing returned checks from clients. He attends school at night during the evening class, from seven to ten. If he has baseball practice the following morning he goes to bed around 11 p.m. Electricity permitting, he watches TV, specifically sports games (baseball, basketball, or volleyball) in the evenings or visits with friends in the neighborhood. On the whole, besides the actual hours, his life in the capital city is not much different than that of a high school student in the U.S."

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"Maria lives in a country village. She is in the 5th grade. Her day starts at 6:30 a.m. when the entire household gets up to get ready for school. She gets dressed in her school uniform of blue blouse and tan skirt, having bathed the night before. Her mom will brush her hair and give her a chocolate oatmeal drink for breakfast and she leaves for school at around 7:30 a.m. or so. Maria has class from 8 a.m. until 12 learning normal subjects like math, science, Spanish, English, religion, and social studies. She has 22 children in her class, and her classroom is outside under an overhanging roof with a blackboard. She does not have books and spends a lot of time copying off the blackboard. After school Maria goes home and waits until lunch is ready. She eats and then has to do the dishes. Her afternoons are spent doing homework, watching television (if there is any electricity), and helping her mom clean the house and do the laundry. She must make at least one trip to the river to look for water and carry it back in one-gallon jugs. She plays with her sister and brother, usually inventing games, and occasionally she visits her grandmother who lives down the street. There are no organized school sports, but she does sing in the church choir. In the late afternoon she bathes (usually before dinner). Dinner is eaten at 7 p.m. or so and she goes to bed around 10 or 11 p.m."

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"I am writing about Anna, the twelve-year old girl I live with. During the week, she wakes up at 7:00 a.m., gets ready for school, eats breakfast, and leaves for school at 7:45. She goes to school at a *colegio* which offers more activities to the students than most schools, including computers and playing equipment. School lasts from 8-11:30, and at 11:30 she comes home to help prepare for lunch at 1:00. After lunch, she helps clean the house and wash the dishes, and then has the afternoon free to do her homework and play with her friends. The family owns a television, and, if there is electricity, she is often found watching T.V. in the evening. Anna also prepares for the next day of school in the evening, and goes to sleep at about 9 or 10."

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"Tony, the sixteen year-old son, is the only son living at home. At 6:30 he wakes up and milks the cow and does a few other chores before preparing to leave for school at 7:30. School lasts four hours although rarely is there a week when school lasts all five days. Tony is in 10th grade, but many students in his class are much older. The students learn math, English, Spanish, natural sciences, P.E., and chemistry. At recess they play volleyball or basketball or sit and talk with friends. When Tony gets time, he cuts/collects firewood for cooking and helps his father with what work needs to be done. After dinner he studies a little or plays dominoes. He goes to bed around 8:30 and listens to baseball games on the radio. Baseball is a national passion."

"Carmen gets up around 7:00 and gets ready for school, which starts at 8:00 and goes until noon. In school she studies such subjects as mathematics, Spanish, English, science, and history. She participates in sports as well. Kids play sports like volleyball, basketball, and baseball. Carmen is now 14 and in the 7th grade. Her school has pre-school and grades 1 through 8. After eighth grade, students must attend school in our pueblo which is 40 minutes away. Once Carmen is out of school she comes home to eat lunch at noon and do chores. Once her chores are done she's free to play with friends. Kids are very inventive in the Dominican Republic and play a wide variety of games with odds and ends they find on the ground. Often groups of boys will get together to play baseball or basketball. There are a few different youth groups in my town, such as the Catholic Youth Club that meets weekly at 7 p.m."

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"All children can now attend school in the town of Las Canitas because our high school just opened this year. Previously the cost of transportation to the high school in the next pueblo over was too expensive, and the children often dropped out of school after the eighth grade. Children wake at 6:00 and do errands for their parents or grandparents. Then they go to school (in their school uniforms of blue shirts and khakis), either the morning session(8:00 a.m - 12:00 noon) or the afternoon session (2:00 p.m. - 5:00 p.m.). We now have a school breakfast program and kids eat lunch at home before or after school. In their free time, they play baseball, swim at the beach, fish, or play volleyball. There are organized teams for softball and baseball for young men and women."

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Lesson Three: Crossing Cultures and Finding Common Bonds

Objectives:

- Students will use a primary source document to identify examples of crossing cultures respectfully.
- Students will infer from a primary source document the ways in which all people have common needs that unite them in a common bond of humanity.

Instructions:

1. Explain to students that they will be reading (or you will read to them) a story written by a Peace Corps Volunteer, Dianne, serving in the Dominican Republic. In this story they will find examples of:
   - how Dianne has mastered the skills of reading the context and crossing cultures respectfully.
   - how, despite the differences between the United States and the Dominican Republic, people have common bonds of humanity that unite them.

2. Explain to students that Dianne has been asked to speak to a group of Dominican men and women in honor of "International Women's Day." Two of the things Dianne knows about the context of this situation are that many women will not speak to a public audience, and that women are seldom recognized for the things they contribute to the life of the family and the community. Dianne's challenge is to honor the women while not offending the men.

3. Explain to students that one of the first things Dianne asks the women in the audience to do is to list the essential components of life that we all need as human beings to survive. Remind them of the class list of cultural universals and common needs that they came up with in the first part of this lesson.

4. Ask students to read *Not Just Any Other Day* on pages 140-141 and answer the following questions:
   - In what ways are women in this village in the Dominican Republic and women in the United States similar?
   - What do Dominican women in this village consider to be the "essentials of life"? How are these "essentials" similar to or different from our class list of common needs across cultures?

5. Dianne ends her story by saying that she thinks of this day whenever she needs a reminder of "how human beings everywhere contribute each day to the well-being of our world." Lead students in a discussion of what "small part" they can play in making that happen.

6. Organize students into groups of four. Ask them to illustrate the following enduring understanding: *There are cultural universals that unite all people in a common bond of humanity.* Give students the choice of doing one of the following:
   - Design a role play
   - Create a picture
   - Make a collage

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- Create new words to a familiar song
- Write a poem
- Come up with their own alternatives

7. Wrap up this lesson with the following quote from a Peace Corps Volunteer: "*We must all hope for the same kind of world, where people understand each other better—where their first impulse upon meeting a stranger is to be curious rather than afraid. I like to think I have done my small part in making that happen. I sincerely hope you enjoy doing yours.*"

Travel is more than the seeing of sights; it is a change that goes on, deep and permanent, in the ideas of living.

Miriam Beard, Author

Not Just Any Other Day

by Dianne Garyantes

I walked into the well-lit, freshly-painted office building—late, as expected. This was the custom in the Dominican Republic; meetings always started late. As I entered, I wiped the mud from my shoes; it had been raining all day in the little village where I worked. A small knot of women in faded dresses and flip-flops was huddled in the center of a large meeting room. Maybe I had pushed the lateness thing too far, I thought, because they were waiting for me.

I had been asked by the local women's club to speak on a panel for International Women's Day 1991. I was asked to speak about life, about women, about who we are and what we could become. During my past year in the village, I had been humbled by the harsh conditions around me and the grace with which people managed to live. Families worked three harvests a year in the nearby rice fields, nurtured supportive relationships with their families and neighbors, and most kept three or four sources of income flowing into the household. Who was I to speak to them about life or who they were? I decided my talk would have to be a discussion in which the women themselves would rely on their own wisdom and worth.

It was a surprise to me that the women's club was acknowledging International Women's Day. The women in the club usually came together to be social, to trade sewing tips, to escape from the everyday events of the household. They were not politically active and did not identify themselves as a subordinate or marginalized group because they were women. My guess was that I had been asked to speak that day because I was a somewhat exotic *Americana*, not because I was a woman.

My first glance into the meeting room told me my instincts were correct. All of the other panelists for the day were men. Although I knew that in the Dominican Republic men were viewed as the ones who spoke with and for authority, it was still a shock. This was International Women's Day! The day was set aside to celebrate women and our accomplishments. I was filled with a new sense of purpose as I walked to the front of the room.

When it was my turn to speak, I asked the women in the audience to list all the essentials of life, things we all need as human beings to survive. The responses came at a rapid-fire pace: good health, shelter, food, water, children and family, clothing, medicine, education. The list went on until the poster board I was writing on was full.

Next, we circled in red the items on the list for which women in the Dominican Republic were responsible. The answers this time came more slowly. The first person to respond said that women in the Dominican Republic were responsible for caring for children and families. Another hand went up to point out that women collect water every day for drinking, cleaning, bathing, and cooking. We realized that women also are responsible for keeping the family healthy and getting medicine when someone is sick. Women also make sure that homework is done and that children are in school every day. Meals, clothing, and cleaning and maintenance of the home are also under the responsibility of women. We continued to circle items on the list until every single suggestion on the poster board was surrounded by red. The air in the room became thick with stunned silence.

I felt exhilarated and a little dazed by the enormity of our conclusion. All the items on the list were the responsibility of the women sitting in the room. Women were making daily decisions and carrying out responsibilities that were nothing less than essential to life. They were essential to life! Our list, cheerful with bright red circles, affirmed this.

As in societies and cultures everywhere, men and women in the Dominican Republic share in the responsibilities for their families, communities, and country. The difference is that women are seldom acknowledged, celebrated, or rewarded for their contributions. The women in the audience felt this lack of appreciation every day as they ate last, after their husbands and children, and rarely, if ever, shared a meal at the same table as their spouses. Instead, they sat in the kitchen at the back of the house, taking quick mouthfuls of food in between serving and cleaning up after the others. Many of the women in the audience had been put down or ignored all their lives. Who, after all, was the boss? Who, after all, was important?

One of the women in the audience that day was Gloria, who worked two jobs as a nurse, and traveled forty kilometers in the back of a pick-up truck for one of her jobs. She also swept and mopped her house each day, raised a young son, and helped cultivate bananas, plantains, and cocoa for additional income. When the community needed help raising money to build a school, Gloria organized collections in the local church and raised more than $300 for the project.

Idaylia, who was also there that day, had a disabled left foot, yet still started each day by collecting water for her family. This meant at least three trips to and from the village's water hole, which was a quarter-mile from her house. She carried the water in a five-gallon can on top of her head and, even with her limp, she barely spilled a drop.

The silence in the room was beginning to soften. Someone giggled. Someone else spoke. Soon everyone in the audience was talking excitedly, telling jokes, and laughing, including the men on the panel. It was thrilling to watch the light shine in the women's eyes and to see it reflected and multiplied among them. It was as though they all had been a team running a relay and had just found out they had won first place. We loudly applauded ourselves and sailed out of the meeting room feeling giddy, buoyant, joyous.

The rush of pride and sense of awareness I shared with the women that afternoon comes back to me at different times during my life today. I think of it when I need a reminder of how human beings everywhere contribute each day to the well-being of our world. This happens whether we are recognized for it or not. This lesson is one of the many gifts given to me while I was a Peace Corps Volunteer in the Dominican Republic.

Dianne Garyantes (Dominican Republic 1989-91) lived in El Pozo de Nagua where she worked on community development projects. She has a graduate degree in Public Administration and International Development from Rutgers University, and a B.A. degree in Journalism/Political Science from Pennsylvania State University.

Culminating Performance Task

Note to Students: This culminating performance task is designed to provide an opportunity to apply what you have learned about cultural understanding in this unit in a real-world context. You will work on this task in a team with five other students. Students in each team will divide up the roles described below.

GOAL: To persuade the entire student body that understanding culture can lead to increased respect and harmony in our school. To convince all students to reach out in friendship to students different from themselves.

ROLE: You are an expert in cultural studies working on a team with an artist, a photographer, an author, a cross-cultural counselor, and a hospitality specialist.

AUDIENCE: Every student and teacher in our school.

SITUATION: Our school is becoming increasingly multicultural. Students, teachers, administrators, and parents want to build a school community where everyone feels at home and valued. You are a team of "Cultural Specialists" hired by the principal and PTA/PTO to find ways to increase cultural understanding and respect in our school. You've been hired for this assignment because it is widely known that you've learned a great deal about culture—and have the skills required both to understand other cultures and to cross cultures knowledgeably and respectfully.

PRODUCT OR PERFORMANCE: A presentation about culture to the student body that stirs their minds and hearts—and inspires them to act in ways that promote building a school community where veryone feels at home and valued.

STANDARDS FOR SUCCESS: See the Rubric on page 143.

Rubric for Assessing the Quality of the Culture Unit Performance Task

Criteria	Exceeds the Standard	Meets the Standard	Does Not Meet the Standard
Engages the Audience	Uses a wide variety of activities and media thoughtfully, creatively, and professionally.	Uses a variety of activities and media creatively and professionally.	Does not use a wide variety of activities and media.
Shows Deep Understanding of Culture	Incorporates all six enduring understandings about culture in a clear manner that is easy to understand.	Incorporates at least four of the enduring understandings about culture in a clear manner that is easy to understand.	Incorporates 2-3 enduring understandings about culture. Some parts are not easy to understand.
Is Well-Organized and Highly Professional	All parts of the presentation flow together logically, clearly, and seamlessly.	All parts of the presentation flow together in a clear and polished manner.	The presentation appears to be disjointed or confusing in parts.
Is Easy to Hear, See, and Understand	Each presenter speaks in a clear, audible, and articulate voice, maintaining eye-contact with the audience. All visual aids can be easily seen from a distance. The material is presented so that all can easily understand it.	Each presenter speaks in a clear, audible voice, maintaining eye contact with the audience. The majority of visual aids can be easily seen from a distance. The material is presented so that all can understand it.	Some of the presenters are difficult to understand. Eye contact with the audience is not constant. Some visual aids can be seen from a distance. Some of the material is not easy to understand.
Touches the Minds and Hearts of the Audience	After the presentation, students and the school community have taken substantial and ongoing action to build a community where everyone feels at home and is valued.	After the presentation, students and the school community have taken positive action to build a community where everyone feels at home and is valued.	After the presentation, students and the school community have taken little or no action to build a community where everyone feels at home and is valued.
Teamwork	Shows evidence of serious work and diligent participation by every member of the team. Team members all carry equal weight for the success of the presentation.	Shows evidence of serious work and participation by every member of the team. Team members all contribute to the success of the presentation.	Does not show evidence of serious work and participation by every member of the team.

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Unit Three

Service: You Can Make a Difference

The Unit at a Glance

This unit flows directly from Unit Two and the enduring understanding: *Despite cultural differences, we are all united in a common bond of humanity.* Students will extend their understanding of this principle by exploring the concept of the "common good." They will consider such questions as: What is the common good, and how can I contribute to it? How do volunteers in our own community contribute to the common good? How do Peace Corps Volunteers who serve in the Dominican Republic work for the common good? How can I contribute to the common good in my school and community?

Students will go out into the community and conduct interviews with community volunteers. They will explore the ways in which volunteer community organizations work for the common good of their own community. They will identify criteria for conducting service projects, and they will use primary source documents to identify examples of a wide variety of Peace Corps service projects. As a culminating activity, students will plan, implement, and evaluate service- learning projects in their own school or community. The unit is flexible. You can teach the entire unit, you can select particular lessons, or you can adapt the lessons to meet your students' needs. The unit can be adapted for use with students in grades 6-12.

This unit is standards-based and divided into six lessons organized around one or more of the enduring understandings and essential questions listed below. The learning activities are designed to meet the National Council for the Social Studies standards; Service-Learning standards adapted from the Corporation for National Service and the Alliance for Service-Learning Reform; and Language Arts and Civics standards identified by McREL. This unit has a strong interdisciplinary focus, integrating social studies, service-learning, and language arts.

Enduring Understandings:

- There is such a thing as the common good, and individuals can strengthen the common good through various forms of citizen action.
- Service matters. People in our community volunteer to make a difference.
- You can make a difference in your community in a number of ways.

Essential Questions:

- What does the "common good" mean, and why does it matter?
- How do people in our community work for the common good?
- Why serve?
- Why does service matter?
- What can we do to support the common good in our school and community?
- What have I got to give? What have I received from the service of others?
- How far am I willing to go to make a difference?

Topical Questions:

- How have Peace Corps Volunteers serving in the Dominican Republic worked for the common good?
- How did the Dominican people work for the common good in the aftermath of Hurricane Georges?
- How did international volunteer agencies work with the Dominican government for the common good in the aftermath of Hurricane Georges?

Knowledge and Skills:

Students will **KNOW**:

- What is meant by the common good, and how volunteer organizations contribute to it.
- That the common good extends from their family, classroom, school, and community to the entire world.
- That needs exist within and beyond their community—and they can do something about them.

Students will **BE ABLE TO**:

- Explain the concept of the common good.
- Identify examples of the common good.
- Explain how various voluntary organizations contribute to the well-being of their community.
- Conduct interviews with community volunteers to better understand the meaning of the common good and how needs are met in their community.
- Use primary source materials to identify various ways volunteers have served abroad.
- Explain why existing community and human needs call for action.
- Explain how they might serve their school, neighborhood, or community.
- Apply the service-learning process to the design and implementation of a service-learning project in order to make a difference.

Assessing Student Understanding:

A variety of assessment methods will be used: student journal entries in response to academic prompts; demonstration of interviewing skills; graphic organizers; graphic representations, performance checklists, and rubrics. As a culminating activity, students will plan, conduct, and evaluate a service-learning project, guided by a rubric, that helps promote the common good in their school or community.

Content Standards Addressed in This Unit

National Council for the Social Studies

Theme X: Civic Ideals and Practices

- The learner will recognize and interpret how the "common good" can be strengthened through various norms of citizen action.
- The learner will participate in activities to strengthen the "common good," based on careful evaluation of possible options for citizen action.

Civics Standards *(Identified by McREL)*

- The student understands the role of volunteerism and organized groups in American social and political life.

Service-Learning Standards *(Adapted from the National Corporation for Service and the Alliance for Service-Learning Reform)*

The learner will be able to design an individual or group project that:

- Meets actual community needs.
- Is coordinated in collaboration with a community.
- Is integrated into the academic curriculum.
- Facilitates active student reflection.
- Uses academic skills and knowledge in real world settings.
- Helps develop a sense of caring for and about others.
- Improves the quality of life for those served.

Language Arts Standards *(Identified by McREL)*

The student demonstrates competence in the general skills and strategies of the writing process:

- The learner gathers and uses information for research purposes.
- The learner gathers data for research topics from interviews.
- The learner uses a variety of primary sources to gather information.
- The learner demonstrates competence in speaking and listening as tools for learning.

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Service: You Can Make A Difference

Lesson One: Working for the Common Good

Objectives:

- Students will be able to explain the concept of "the common good."
- Using primary source documents from Peace Corps Volunteers serving in the Dominican Republic, students will identify examples of how people can work for the common good.

Instructions:

1. Write the following questions on the chalkboard:
   - Is there such a thing as the common good?
   - What does the common good mean?
   - Why does it matter?
2. Ask students to reflect back on their studies of the Dominican Republic and, in particular, the incidents that occurred in the aftermath of Hurricane Georges. If you have not used Unit One on Geography, explain to students that a devastating hurricane struck the Dominican Republic in 1998. Have students read, or tell students the stories on Worksheet #1, *In the Aftermath of Hurricane Georges* on page 148 and Worksheet #2, *Working for the Common Good* on page 150. As they read, ask students to think about this question:
   - In how many different ways did people work together for the common good after Hurricane Georges? Why did it matter?
3. Conduct a class discussion on this incident. Use the following guiding questions:
   - In how many different ways did people work for the common good after the hurricane?
   - Why did working for the common good matter in the Dominican Republic after Hurricane Georges?
   - What difference did it make?
   - Think of a time in your classroom, school, home, or community when everyone had to put aside their own needs, think of the needs of others, and work together for the common good (e.g., food and clothing drives).

Essential Questions:

- What does "the common good" mean and why does it matter?
- How did the Dominican people work together for the common good in the aftermath of Hurricane Georges?
- How did the Peace Corps and other international agencies work with the Dominican government for the common good in the aftermath of Hurricane Georges?

Materials:

In the Aftermath of Hurricane Georges; Working for the Common Good

Worksheet #1

In the Aftermath of Hurricane Georges

"Hurricane Georges hit the Dominican Republic on September 22, 1998. It was a defining experience in my life. This was my third hurricane, but never had I personally seen, heard, or felt winds of 150 mph. God willing, I never will again.

"I chose to remain at my home site, Hato Mayor, and for five solid hours Hurricane Georges tore, pummeled, and destroyed in this area. Eighty percent of the homes in this town of 50,000-60,000 were damaged or destroyed; 30% of the 80+ schools in the district were destroyed, and 30% were badly damaged. Never had I witnessed such destruction by a natural force.

"By 4 p.m. that day, the winds and rain had abated enough so we could go out and survey the destruction. I was staying with friends and about 1/3 of their zinc roof was gone. Rain was pouring in everywhere. A neighbor across the street had one of the few houses with a cement ceiling and, when she saw us, she immediately called to tell us to come for shelter and to bring what we could save to her house. There were easily 40 people in her modest home, but there we came with armload after armload of clothing and bedding. Everyone brought still edible food they could find for all to eat. (I remember contributing bread, cheese, coffee, and Honey Nut Cheerios.)

"We knew there was no hope for electricity for a long time, but by the third day with no city water, this became critical. My friends and I had small reserves and everyone collected all the rainwater they could. Neighbor lent to neighbor—sometimes only enough to brew coffee or boil a pot of rice, but what they could spare.

"In Hato Mayor, the Peace Corps established three rural food distribution centers, rented a large truck and made a total of four round trips from Santo Domingo to rural areas to distribute some 7,000 food bags. My schoolteacher friend and a friend of his worked 15-hour days with me, and never once did I hear a complaint. People were hurting and they had found a way to help. No further incentive was needed.

"My boss at the Peace Corps office had asked me to survey the schools and assess possibilities of repair. Within one month after Georges, a very comprehensive program was in effect; through donations, the Peace Corps would supply materials to repair eight rural schools and the communities would provide free labor. I also contacted private schools in Santo Domingo, who were generous in supplying textbooks and school supplies to replace what had been lost and/or destroyed. By the end of 1998, 1,500 rural students were back in newly painted, renovated, and equipped schools.

"The Peace Corps program to rebuild hurricane-damaged schools was a perfect example of community strength pulled together for a common cause." (Mary Bosy)

4. After a whole-class discussion, introduce a second story about Hurricane Georges in the Dominican Republic. Have students read, or tell the story to the class. As they are listening to the story, ask students to look for examples of people and organizations in the Dominican Republic pulling together and putting aside their own needs for the good of the country.

5. Conduct a class discussion on the following questions:
   - What motivated so many people in this situation to pull together and work for the common good?
   - What difference did it make?

6. Ask older students to respond to this question in their journals:
   - How is the idea of the common good related to the idea we explored in the Culture Unit: *Despite our differences, we are all united in a common bond of humanity.*

To leave the world a bit better, whether by a healthy child, a garden patch, or a redeemed social condition, to know even one life has breathed easier because you have lived—this is to have succeeded.

Ralph Waldo Emerson, Author

Assessment Activity:

Have students work in small groups to create a poster illustrating the concept of the common good. Explain to students that they can use examples from their own experience and examples from the Dominican Republic. Explain to students that you'd like them to title their posters: "The Common Good" and illustrate them in such a way that they will be able explain to younger students what the idea of the common good really means.

Worksheet #2
Working for the Common Good

"...The damage was extensive. You could actually see how the rivers had completely jumped their banks and in doing that, whole towns were destroyed. People came to us at the Peace Corps office and said they had lost their town, they had lost their way of life, they had lost their way of living. They had no idea what to do. But they wanted to continue to stay together as a town. They asked: Could we help them? There were a lot of heart-breaking issues. The day after the storm is when the water from the dams hit in many places. The flood was devastating.

"We knew that we had people who could immediately be of assistance. We had people who were experienced in community organization, who spoke Spanish, who were good at community relations, who were well-educated, who could step forward and do some things. We also knew there were other organizations who were helping. So we joined with the Red Cross and helped them set up refugee shelters. And for a period of time, we managed sixteen of the shelters. We worked together.

"During that time we were able to acquire a small plane to fly over the country and assess the damage. We did this for several days. We saw some heartbreaking things. We saw people isolated on patches of land in the rivers (they were on islands, so to speak, created by the rivers). They had no water and no food. We knew that international assistance might take a while. And we also knew that people needed water and food immediately. So we worked with AID (Agency for International Development) and we chartered a plane so that we could do a food drop to people who were stranded in the rivers. We flew over the country and literally dropped bags of food from the airplane to the people.

"The most amazing thing to me is that by the time the first flight with the food drop had returned, the news had gotten out in the local Dominican media and Dominican businesses from everywhere began to offer their help. People who sold sausage, people who had milk companies—people like this—donated food with no charge. People were coming out of the woodwork to help out. People were showing up at the airport to help us pack the food bags.

"We also had many international organizations and governments coming in to help. The French government offered to help with the food drops. They arrived with helicopters at the end of the week. This enabled the airlift to go on for two or three weeks. I have an amazing picture showing the French pilot, the American pilot, and the Dominican pilot all hugging each other. It was a very emotional moment. People pulled together from everywhere and were feeling like they made a difference.

"Almost two-thirds of the schools in the country were destroyed or badly damaged by the hurricane. And the schools that remained standing—that were not damaged—were being used for shelters. So education just stopped. There was no place for young people to go to school. Soon people started volunteering to help rebuild the schools, so that schools would not have to continue being used for shelters. The Peace Corps worked together with the Dominican people and Habitat for Humanity, and together we reconstructed 480 homes. Everyone came together to help out." (Natalie Woodward, former Peace Corps country director, Dominican Republic)

Lesson Two: Who Works for the Common Good in Our Community?

Objectives:

- Students will be able to explain the ways in which service organizations work for the common good in their own community.
- Students will be able to explain why working for the common good matters in their own community.

Instructions:

1. Explain to students that you have invited representatives from volunteer and community service organizations in your own community to visit the class to help us better understand what the common good means.

2. Preview for students the kinds of things the volunteers will be talking to them about:
   - The purpose of their service organization
   - The needs the organization addresses
   - The way the organization works for the "common good"
   - Why the volunteer chose to serve or work in the organization
   - A special story illustrating the impact of serving

   Let students know that the community organization representatives will provide ideas about the ways in which students might get involved.

3. Ask students, as they are listening to the speakers, to take notes using Worksheet #3, *Presentations by Community Volunteers*, on page 152.

4. Following the presentations, allow time for questions and answers. After the speakers have left, ask students to respond to the following questions:
   - What would happen if there were no people or organizations who worked for the common good in our community?
   - What are some ways our class could pull together and begin working for the common good of our school or community?

Journal Entry:

Ask students to respond in their journals to the prompts below. Afterwards, have students share their responses in small groups.

- What does the common good mean? Why does it matter in our own community?
- What would happen if there were no volunteers working in our community?

Essential Questions:

- How do people in our community work for the common good?
- What difference do they make?

Materials/Resources:

1. In advance of this lesson you will need to contact 3-4 members of volunteer community organizations and invite them prepare a 5-10 minute presentation to your students addressing the following questions:
   - The purpose of their service organizations
   - The needs the organization addresses
   - The way the organization works for the common good
   - Why the volunteer chose to serve
   - A special story illustrating the impact of serving

   Volunteer community organization representatives may also wish to provide students literature about the organization and the ways in which students might get involved.

2. *Presentations by Community Volunteers Worksheet*

Worksheet #3

Presentations by Community Volunteers

	Organization #1	Organization #2	Organization #3
• What is the purpose of the service organization?			
• What needs does the organization address?			
• How does the organization do its work?			
• Why did this speaker choose to serve/work in this organization?			
• What story did the speaker tell that illustrated the value and impact of service?			

Lesson Three: Service Projects in the Dominican Republic

Objectives:

- Students will read primary source documents and be able to identify several kinds of service projects conducted by Peace Corps Volunteers.
- Students will be able to identify criteria used by the Peace Corps for conducting service projects for the common good.

Instructions:

1. Explain to students that they will now be looking at examples of seven kinds of service projects conducted by Peace Corps Volunteers in the Dominican Republic.

2. Explain that there are five categories of projects:
    - Agriculture (helping Dominican farmers improve their farming techniques and methods);
    - Small Business Development (helping Dominican villagers start and maintain a small business);
    - Education (helping Dominican teachers learn new teaching methods);
    - Environmental Education (helping Dominicans become aware of environmental issues); and
    - Health (helping rural community dwellers develop ways to provide their villages with safe drinking water).

3. Explain that the Peace Corps has identified four criteria for service projects that contribute to the common good. The best service projects:
    - Increase local capacity and skills (i.e., local people develop the skills to carry on the project after the Peace Corps Volunteer has left).
    - Address the expressed needs of a group that has limited resources of its own.
    - Seek sustainable results (i.e., results that will last long after the Volunteer has left).
    - Work with local participants as partners (i.e., Volunteers do not do things *for* people but *with* people. They help people help themselves).

4. Provide students with a copy of the seven vignettes on pages 156-158 describing Peace Corps projects in the Dominican Republic. Ask students to complete Worksheet #4, *Peace Corps Criteria for a Strong Service Project*, on page 154 as they are reading about the projects.

Essential Questions:

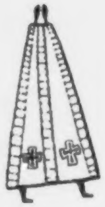
- Why does service matter?
- How have Peace Corps Volunteers serving in the Dominican Republic worked for the common good?

Materials:

Peace Corps Criteria for a Strong Service Project; Peace Corps Service Projects in the Dominican Republic

Happiness is when what you think, what you say, and what you do are in harmony.

Mahatma Gandhi



Worksheet #4

Peace Corps Criteria For A Strong Service Project

PROJECT	Increases Local Capacity	Addresses Expressed Needs	Seeks Sustainable Results	Uses Local Participants as Partners
Agriculture				
Business				
Education				
Environment				
Health				

5. Mention to students that not all vignettes will contain enough information to fill in every cell of the graphic organizer. However they should complete the graphic organizer in as much detail as possible.

6. Have students share their graphic organizers and what they've learned from the vignettes with a partner. Then have partners share in groups of four. Finally, conduct a whole-class discussion about the Dominican service projects and how they are an example of working for the common good.

7. Give students time to add information from these discussions to their graphic organizers. Then debrief the graphic organizer with students, and see if they have understood the criteria for a strong service project.

Journal Entry:

1. Wrap up the lesson with a journal entry in response to the prompt below. Then have students share their journal entry with a partner and then conduct a whole-class discussion.
    - What if there were no volunteers working for the common good in this world?

In the mountains of Ethiopia, shortly after John F. Kennedy's death, I stopped my Land Rover to pick up an old man and give him a lift across the high plateau. On the side door, he read the Peace Corps name written in Amharic script as Yesalaam Guad. *It meant Messenger of Peace.*

I nodded and told him, yes, Yesalaan Guad. *Kennedy's Peace Corps. He asked me then if I had known President Kennedy, and I told him how I had once shaken his hand on the White House lawn.*

*For a moment he looked out across the flat brown land at the distant acacia trees, and then he grinned and seized my hand and shook it, shouting '*Yesalaan Guad. Yesalaam Guad.*'*

He was shaking the hand that had shaken the hand of John F. Kennedy.

We two, there on the highlands of Africa, as far away as one could possible be from Washington and the White House, shared a moment, were connected by the death of a martyred president and his enduring legacy, the Peace Corps.

John Coyne, Author
(RPCV Ethiopia)

Primary Source Document
Peace Corps Service Projects in the Dominican Republic

Note: The following accounts describe the work of Peace Corps Volunteers in five different areas: agriculture, business, education, the environment, and health. Notice that Peace Corps Volunteers always work with counterparts or partners—people from the local community who work and learn side by side with them.

Agriculture

This Peace Corps Volunteer (PCV) was assigned to work in a rural village of 300 people. The village is located in the northwest corner of the Dominican Republic, close to the border with Haiti. It is a subsistence-level farming community that has little of the necessities of life: no electricity, no safe drinking water, and limited availability of transportation. The Volunteer designed and implemented a program to teach rural farmers to conserve topsoil through the use of hillside barriers. He also taught and led groups to create organic compost and organic pesticides. He was involved in the creation of a successful tree nursery in the village. The Volunteer developed a demonstration plot in a model farm in close collaboration with a local farmer, who became a "farmer leader."

Business (Small Business Development)

On Tuesday, September 22, 1998, Hurricane Georges devastated the Dominican Republic. The aftermath of the hurricane created many challenges for the Volunteers who were serving there. The small business development volunteers used their organizational skills, creative problem-solving skills, and team spirit in the hurricane relief effort. One Volunteer served in this town as a consultant to the local chamber of commerce. The town suffered tremendous damage from the hurricane and had the largest loss of life in the country. During the hurricane relief effort, this Volunteer demonstrated strong leadership skills. He did the following:

- Managed refugee centers in the community and used surveys and database spreadsheets to assess and record countless individual needs for food, clothing, and shelter.
- Assisted with the food distribution system in the community.
- Served as administrator of a large donation of money to the Lion's Club chapter in the town to rebuild houses in the community. The Volunteer also worked with the house-building work crews.
- Worked with community members to develop a grant proposal to the Hurricane Georges Disaster Relief Fund for assistance for hurricane victims.

Education

This Volunteer worked for 18 months in the eastern town of Hato Mayor as a teaching resource center specialist. She developed relationships of trust and respect with the school district office and formed strong relationships with individuals and families in the town and in the surrounding rural communities. With her Dominican "counterpart" as a partner, she has asked the most motivated teachers to provide examples of what can be accomplished with students when the resource center's new teaching methods are put into practice. She also sought out the most rural and poor communities (that are traditionally neglected) to encourage their teachers and parent groups to be active in efforts to provide quality education to their students and children. In an effort to promote better understanding among children of different experiences, this Volunteer established an interchange between students in a rural school and those in a private academy in the capital city of Santo Domingo. Together with her Dominican partner, she developed action plans to assure that the teaching methods project will continue to develop and be sustainable in the future (after she is gone). She has also been active in assisting in a local nursing home.

Education

This Volunteer has worked as a pre-school teacher for 18 months in one of the largest industrial zones of the country. As a pre-school teacher, she has succeeded in developing working relationships with the 18 pre-schools in the area. The majority of the teachers who work in the pre-schools have not completed high school. This Volunteer supports the teachers by making bi-monthly visits to each school. She helps teachers develop low-cost teaching materials, write lesson plans, and develop better classroom management tools. In addition to her work with individual teachers, this Volunteer planned and facilitated meetings with the parent support groups within each of the communities, focusing on helping parents better understand school needs. This Volunteer has been a member of the Women in Development (WID) committee for the past year and, through her work with the committee, she was able to obtain scholarships for many of the pre-school teachers she works with on a daily basis. These scholarships were used to help the young women complete their high school credits and, in some cases, go to the university to study education.

Environment

Prior to this Volunteer's arrival in the community of El Caimito, small farmers were very reluctant to work in soil conservation projects because they didn't equate such activity with improving their lives. Before teaching soil conservation methods to interested community members, this Volunteer first had to develop a positive relationship of trust and respect with them. She was able to do this by teaching gymnastics to the girls and women, and going out into the fields to pick tobacco with the farmers. Still, she struggled to find out what would be the motivating approach that would make the small farmers care about soil erosion control measures to protect their soil. She had an idea that, if something was to motivate farmers to work in conservation, it would have to be an income-generation activity. It occurred to her help the farmers grow
bamboo

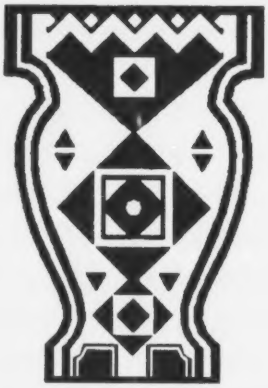
which, in turn, farmers could use to make handicrafts to be sold in the market. At the same time, they saw that the bamboo was helping to stop soil erosion. The farmers were soon willing to start the process of growing and propagating bamboo. This Volunteer also solicited help from the Dominican government agency responsible for hydroelectric resources to finance a community tree and plant nursery.

Environmental Education

This Volunteer has been a role model for his Dominican counterpart and the staff members with whom he works at the Agriculture Institute. His counterpart expressed it descriptively by saying, "We were here for many years and didn't even know how to talk and relate to the communities surrounding us. This Volunteer, in a very short time, has created the appropriate communication links between us and the communities. That has opened our eyes to many possibilities for improving our farming and soil conservation methods that could benefit both sides. We didn't see this before. The same thing can be said of the teachers in the local schools. We can be a resource for them in environmental education, and vice versa, because of the work initiated by this Volunteer."

Health

Angosto is a small rural community located in the mountains of the Dominican Republic. Approximately 200 people live there in 23 homes. This Volunteer was a 25-year-old civil engineer from Massachusetts who worked in the community of Angosto as an environmental sanitation promoter. In this community, women and children had to walk two miles to get water for household use and most homes were without a latrine. He worked with community members to develop a small-gravity water system and a latrine project. He also showed community members how to develop and maintain other water systems like this one. This Volunteer recently participated in the inauguration ceremony for the new water system.



Lesson Four: Conducting Interviews in the Community

Objectives:

- Students will broaden their perspectives on the meaning of the common good by going out into their communities and conducting interviews with community volunteers.
- Students will develop and practice interviewing skills.
- Students will develop and practice active listening skills.

Instructions:

1. Explain to students that soon they will have the opportunity to go out into the community and interview family, friends, neighbors, and others who work for the common good. These interviews will give them ideas about ways in which they might eventually work for the common good in their school or community.

2. Together with students, make a list of community volunteers, school service groups, and others in the community who work for the common good. These are the people students might interview. Provide examples of community volunteers, and ask students to add to the list:
   - Scout leaders
   - Soccer, basketball, baseball coaches (who are unpaid volunteers)
   - Religious teachers or volunteer groups
   - Hospital volunteers
   - Volunteers in homeless shelters
   - Library volunteers
   - Senior citizen volunteers
   - Volunteer firemen
   - Friends, neighbors, or family members who volunteer their time

3. Help students select two people whom they will interview.

4. Help students generate a list of questions they want to ask during their interviews. Provide and elicit examples of questions:
   - Why do you serve or volunteer?
   - What are examples of ways that you serve?
   - How does your volunteering support the common good in our community?
   - What advice or words of wisdom do you have about the value of serving?

Essential Questions:

- How do people in our community work for the common good?
- Why does service matter?

Materials:

Community Volunteer Interview Guide

I am a citizen of the world.

Socrates

5. Provide each student with two copies of Worksheet #5, *Community Volunteer Interview Guide*, on page 162.

6. Ask students: How do you feel about interviewing someone? Have you ever conducted an interview before? Have you ever seen someone conduct an interview? What are the skills people need to conduct a good interview? Conduct a whole-class discussion on these topics.

7. Explain to students that they will now have the opportunity to learn and practice their interviewing skills. Provide students with a list as seen in *Interview Basics* on page 129.

8. Once you have reviewed these points with students, provide an opportunity for them to practice their interviewing skills. Before students practice, model the way an interview might be conducted.

9. Ask two volunteers to come up to the front of the class. Inform them that they will play the role of interviewees from a community service organization, and you will interview them trying to use good interviewing skills. Ask the volunteers to pretend that they are volunteers who work in a homeless shelter. Begin the interview using the questions on the *Interview Guide* on page 162. (Note: To increase the comfort level, you might want to have three chairs in the front of the room for all to sit in).

10. Tell the rest of the class that you want them to take notes on what you do and say to make the speakers feel comfortable and at ease (and anything you do or say that you think has caused discomfort).

11. Start by introducing yourself, smiling, and thanking the volunteers for coming. Mention that you know they are busy and do not want to take too much of their time. Begin asking the interview questions, one at a time. Maintain eye contact with the interviewees, listen carefully to what they say, and take notes. After the first question, ask the interviewees if you might summarize what they said to make sure you understood it correctly. Summarize in a way that indicates you have missed several key points. Then ask: "Did I miss anything important?" Allow the interviewees to add the missing information. Say "Thank you, I think I've got it now," and go on to the next question.

12. Continue the interview modeling good eye contact, active listening skills, and positive, non-verbal behavior.

13. When the interview is over ask the interviewees:
    - What did I do to make you feel comfortable?
    - Is there anything I did to make you feel uncomfortable?
    - What have you learned about interviewing from this experience?

14. Then ask the rest of the class to provide their observations on the above questions.

15. Ask students to divide into groups of three. Explain that they will now have a chance to practice their interviewing skills. Have one person be the "interviewer," one person be the "interviewee," and one person be the "observer."

16. Have students conduct their interviews and ask the observers to take notes on all the positive things the interviewer did to make the interview go well.

17. Provide five minutes for each interview, after which the observer will share his/her notes and the interviewee will comment on what the interviewer did to make him/her feel comfortable and at ease. Allow time for the interviewer to ask: Is there anything I could have done better? But make sure there is positive feedback first.

18. Then have each person in the groups of three assume a new role and begin the process again until all three students have had the chance to be the interviewer.

19. At the end of this activity, ask students what they've learned about good interviewing. Record their comments on the chalkboard.

20. Ask students to conduct their own interviews in the community and bring their completed interview guides back to class.

We shall not cease from exploration,
And the end of all our exploring
Will be to arrive where we started
And know the place for the first time.

T.S. Eliot, Poet

Worksheet #5

Community Volunteer Interview Guide

Date of Interview:	**Name of person interviewed and his/her organization:**
Why do you serve or volunteer?	
What are examples of the way that you serve?	
Why do you think serving/volunteering is important?	
How does your serving/volunteering support the common good in our community?	
Do you have any advice for others who would like to serve?	

Lesson Five: Why Does Service Matter?

Objectives:

- Students will summarize and explain the results of interviews with community volunteers.
- Students will describe the reasons why people serve and why service matters.

Instructions:

1. Students know they are expected to bring their completed interview guides to class. In small groups, have students take turns sharing:
    - Who they interviewed.
    - How he/she serves the community.
    - Why he/she volunteers.
    - Good stories people told about their experiences serving/volunteering.
2. In a whole class discussion, ask students to respond to the following questions:
    - How have these individuals and organizations made a difference in our community?
    - What would it be like to live in a community where no one served or felt responsibility for contributing to the common good?

Journal Entry:

1. In a journal entry, have students respond to the following prompts:
    - What about me? What do I have to give?
    - Why does service matter?
    - How can members of our class serve our community and contribute to the common good?
2. Have students share their journal entries with a partner, then in groups of four, and then in a whole-class discussion. Make a list on the chalkboard of all the things students say they have to give—and the ways in which they feel they can serve.

Essential Questions:

- How do people in our community work for the common good?
- How can we, as a class, make a difference in our school or community?
- How can I contribute to the common good?

Materials:

Completed Interview Guides

My world view developed and solidified during my years as a Volunteer in Niger. That is to say, an innate curiosity towards exploring 'differences' (for lack of a better term), and a belief that the world was designed for me to discover were already a part of my life pre-Peace Corps or I wouldn't have signed on for two years in Africa. My experiences showed these ideas to be true and confirmed that there is a definite place for me in the world beyond home.

Susan Rich, Poet
(RPCV Niger)

Lesson Six: Planning a Service Project

Essential Questions:

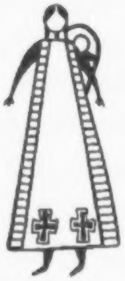
- What can we do to support the common good in our school, neighborhoods, or community?
- How far are we willing to go to make a difference?

Materials:

Service-Learning Rubric

Experience is not what happens to a man. It is what a man does with what happens to him.

Aldous Huxley, Author



Objectives:

- Students will apply what they have learned about service by designing and implementing service projects.
- Students will brainstorm and come to consensus on five main projects.

Instructions:

1. Before this lesson, read the *Note to Teachers on Service-Learning* on page 165.
2. Revisit with students the following key points:
   - We've thought about the common good—what it is and why it matters.
   - Community volunteers have shared their experiences with us.
   - We've conducted interviews in the community to learn more about how and why people serve—and why it matters.
   - We've looked at the ways that Peace Corps Volunteers have served and worked for the common good in the Dominican Republic.
   - We've thought about ways that we can make a difference as a class.
   - Now it's time for us to take action.
3. Review the preliminary list the class generated in Lesson Five of this unit:, *Why Does Service Matter?* Go over each item on the list and add the new ideas that students have come up with. This brainstorming process is important, because eventually students will need to come to consensus on a project that they feel they "own."
4. As the discussion lags, ask students again: How do we put our energy, talents, and desire to make a difference to work? How can we make a difference in our school or our community? Remind students of the ideas they came up with at the end of the Culture Unit on how to increase understanding and respect across cultural groups in our school.
5. Explain to students that, once they have come to consensus on a project they would like to take on as a class, they will be engaging in a process called "service-learning." Provide students with the following definition of service-learning: *Service-learning is a method that combines academic instruction, meaningful service, and critical reflective thinking to enhance student learning and civic responsibility.*

6. Explain to students that quality service-learning projects meet the following criteria:
   - They meet actual community needs.
   - They are coordinated in collaboration with the community.
   - They are integrated into the academic curriculum.
   - They facilitate active student reflection.
   - They help students use new skills and knowledge in real-world settings.
   - They help develop in students a sense of caring for and about others.
   - They improve the quality of life for the person(s) served.

Note to Teachers on Service-Learning:

When you are working with your class to plan a service-learning project, there is a lot to think about before you jump in. Below are guidelines that may make your life easier.

Reality Check:

- How much time can you devote to the planning and implementation of the project?
- How involved do you want your students to be?
- Do you want to make a difference in your own community or in the world at large?
- Do you want to work with an established organization?
- Will students raise money? Give of their time, energy, and effort? A combination?
- How will you tie the service project to your curriculum?

Range of Possibilities:

- Do a project in your school.
- Do a project for younger students in another school.
- Do a project in your community (partner with a local, national, or international service organization.
- Support the special project of a Peace Corps Volunteer by working with the Peace Corps' Partnership In Service-Learning Program (*www.peacecorps.gov/contribute*).

Words to the Wise

- A well-designed service-learning project can be the most meaningful thing you do all year.
- It has the potential to reach deeply into the hearts and minds of your students for the rest of their lives.
- You can do something "for" others or use the Peace Corps model of working "with" others.
- Whatever you do, it will require careful planning.
- The more responsibility students take on, the better.
- Many parents will love to help.
- It's worth all the effort.

On pages 168-169, there is a rubric for evaluating the quality of a service learning project that can provide guidance to both you and your students. The rubric is taken from the Coverdell World Wise Schools publication *Looking at Ourselves and Others* (Washington, DC: Peace Corps, 1998, p. 6). You can access this publication by going to the Coverdell World Wise Schools Web site: *www.peacecorps.gov/wws/guides/looking.html*. Or go to the Peace Corps Web site and click on "Educators" and "Teaching about Culture."

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7. Afterwards, explain that planning a service-learning project involves these four steps:
   - Assessing school or community needs
   - Planning a project that addresses the needs
   - Implementing the project
   - Reflecting on what you've learned and evaluating results

8. Mention to students that they now have a list of possible projects they might like to undertake and a list of criteria for quality projects. Ask students to look at the list of possible project options and think about the urgency and importance of the needs each option would address. For each item, ask: How urgent is the need for this project? How important is the need for this project?

9. Give each student a list of the projects the class has proposed and ask students to do the following: On a scale of 1-10, indicate how urgent and important the need is for each project by writing down a number next to each option. The numbers 1-3 would indicate a low sense of urgency and importance. The numbers 4-7 would indicate a moderate sense of urgency and importance. And the numbers 8-10 would indicate a high sense of urgency and importance.

10. Ask for volunteers to tally the responses and to come up with an urgency and importance "score" for each option. Once this is done, you can eliminate ideas that have low scores and retain ideas that have high scores.

11. Review each item with a high score, and have a class discussion of the pros and cons of each proposed project. It is important to honor all opinions expressed because the final choice will need to have the support of all.

12. Conduct a second round of scoring on the remaining items. There will usually be one or two project options that clearly stand out over the others. Ask the class to discuss the remaining two-three options in groups of four and to come to consensus as a group on the one project they think would meet an urgent and important school or community need. (Note: In some cases, students may want to do an individual service-learning project, or one with a partner. You'll need to decide in advance if you would like to give them this option).

13. Once the class has decided on a project, there are many resources on project planning you can use. Useful Web sites to visit for service-learning project-planning are the sites of the Corporation for National Service, (*www.learnandserve.org,*) and Coverdell World Wise Schools (*www.peacecorps.gov/wws/service*). You will find detailed guidelines, examples of projects, and important links to other service-learning sites.

14. Make special note of the service learning criteria having to do with facilitating active student reflection.

15. Share with students the following ideas for reflection during the project, and once it's completed, be sure they understand that reflection and documentation are parts of the process. Some ideas to facilitate student reflection are:
    - Put together an album of the project containing photos, drawings, and writing.
    - Write letters to the people you worked with or for about the meaning of the project and what you learned.
    - Put together a video of the project and write a narration for it.
    - Visit other classes in your school to share what you accomplished and learned.
    - Share what you accomplished and learned with the PTA/PTO.
    - Write an article for your local newspaper about the project.

16. Give students a copy of the *Culminating Performance Task* for the Service Unit on page 170. Explain each item with examples.

17. Let your students know that once they have carefully planned, implemented, and reflected on their service-learning project, they will have played a very important part in forging another link in the common bond of humanity that unites us all.

Let us examine our attitude toward peace itself. Too many of us think it is impossible. Too many think it unreal.... We need not accept that view. Our problems are man-made—therefore, they can be solved by man. I am not referring to the absolute, infinite concept of peace and good will...[but]... instead a more practical, more attainable peace—based not on a sudden revolution in human nature but on a gradual evolution in human institutions—on a series of concrete actions and effective agreements which are in the interest of all concerned. There is no single, simple key to world peace—no grand or magic formula.... Genuine peace must be the product of many nations, the sum of many acts. It must be dynamic, not static, changing to meet the challenge of each new generation. For peace is a process—a way of solving problems.

President John F. Kennedy

Worksheet #6

Service-Learning Rubric

Note to Students: Service-learning is a method that combines academic instruction, meaningful service, and critical reflective thinking to enhance student learning and civic responsibility. Use this rubric to evaluate your progress during your service-learning project, and once you've completed it.

	Strong Impact	**Good Impact**	**Some Impact**	**Minimal Impact**
1. Meet actual community needs	Determined by current research conducted or discovered by students with teacher assistance where appropriate	Determined by past research discovered by students with teacher assistance where appropriate	Determined by making a guess at what community needs may be	Community needs secondary to what a project teacher wants to do; project considers only student needs
2. Are coordinated in collaboration with community	Active, direct collaboration with community by the teacher and/or student	Community members act as consultants in the project development	Community members are informed of the project directly	Community members are coincidentally informed or not knowledgeable at all
3. Are integrated into academic curriculum.	Service-learning as instructional strategy with content/service components integrated	Service-learning as a teaching technique with content/service components concurrent	Service-learning part of curriculum but sketchy connections, with emphasis on service	Service-learning supplemental to curriculum, in essence just a service project or good deed
4. Facilitate active student reflection	Students think, share, produce reflective products individually and as group members	Students think, share, produce group reflection only	Students share with no individual reflective projects	Ran out of time for a true reflection; just provided a summary of events

	Strong Impact	Good Impact	Some Impact	Minimal Impact
5. Use new academic skill/knowledge in real world settings	All students have direct application of new skill or knowledge in community service	All students have some active application of new skill or knowledge	Some students more involved than others or little community service involvement	Skill knowledge used mostly in the classroom; no active community service experience
6. Help develop sense of caring for and about others	Reflections show deep personal understanding of the importance of service and his/her ability to make a difference. Student likely to take the initiative to serve again	Reflections show growing understaning of the importance of service and his/her ability to make a difference. Student likely to serve again	Reflections show limited understanding of the importance of service. Student likely to serve again, if asked	Reflections show student largely unaffected by the importance of service and his/her ability to make a difference. Student unlikely to serve again.
7. Improve quality of life for person(s) served	Facilitate change or insight; help alleviate a suffering; solve a problem; meet a need or address an issue	Changes enhance an already good community situation	Changes mainly decorative, but new and unique benefits realized in community	Changes mainly decorative, but limited community benefit, or are not new and unique

Source: This rubric is taken from the Coverdell World Wise Schools publication *Looking at Ourselves and Others* (Washington, DC: Peace Corps, 1998, p. 6). You can access this publication by going to the Peace Corps World Wise Schools Web site: *www.peacecorps.gov/wws/guides/looking.html*. Or go to the Peace Corps Web site and click on "Educators" and "Teaching about Culture."

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Culminating Performance Task

Note to the Students: Below you will find a description of the performance task that will give you the opportunity to apply what you've learned in a real-world setting

GOAL: To apply what you have learned about service in a real-world context. To give you the opportunity to demonstrate that you have mastered the enduring understandings of this unit.

ROLE: You are a community volunteer.

AUDIENCE: The people you serve in your project—and the people with whom you share your reflections at the end of the project.

SITUATION: There are human needs in every school, neighborhood, and community that go unmet every day. Without the generosity of volunteers, most of these needs would never have a chance of being met. This service-learning project will provide you the rare opportunity to learn—not from a textbook—but in the real world.

PRODUCT OR PERFORMANCE: A completed service-learning project in which you assess needs, design a project plan that is related to a topic in your curriculum, implement the project, and actively reflect on and evaluate the results.

STANDARDS FOR SUCCESS:

Your project will be judged against the criteria provided in the *Service Learning Rubric* on Worksheet #6. These criteria are:

- Meets actual school or community needs.
- Is planned and coordinated in collaboration with the people being served.
- Relates to the academic curriculum.
- Facilitates active student reflection.
- Uses new academic knowledge and skills in a real-world setting.
- Helps develop a sense of caring for and about others.
- Improves the quality of life for the persons served.

Appendix A

Understanding by Design

We've created this curriculum guide using the curriculum design framework, *Understanding by Design* (Wiggins and McTighe 1998), developed with the support of the Association for Supervision and Curriculum Development (ASCD). The *Understanding by Design* (UbD) approach is intended to deepen student understanding of important concepts and skills in such a way that this knowledge will endure over time. In contrast to the traditional way of designing curriculum (identifying objectives, planning lessons, and assessing results), the *Understanding by Design* framework uses a "backward design process" that identifies assessments before planning learning experiences and lessons. We've summarized the process of "backwards design" below:

1. Identify desired results: *What is worthy of student understanding?*
2. Determine acceptable evidence: *How will students demonstrate their understanding?*
3. Plan learning experiences, lessons, and instruction: *What will we have students experience and do in order to achieve the desired results?*

Here is a visual organizer for the UbD curriculum design framework:

Stage 1: Identify Desired Results

- What understandings are desired?
- What essential questions will guide this unit and focus teaching/learning?
- What key knowledge and skills will students acquire as a result of this unit?

Stage 2: Determine Acceptable Evidence

- Through what authentic performance task(s) will students demonstrate understanding, knowledge, and skill?
- Through what prompts/academic problems, or test/quiz items will students demonstrate understanding, as well as more discrete knowledge and skill?
- Through what observations, work samples, etc. will students demonstrate understanding, knowledge, and skill?
- How will students reflect upon and self-assess their learning?

Stage 3: Plan Learning Experiences and Instruction

- What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?
- How will the design:

W = Help the students know *where* the unit is going?
H = How will the design *hook* the students and hold their interest?
E = *equip* the students, *explore* the issues, and *experience* key ideas?
R = provide built-in opportunities to *rethink* and *revise* their understandings and work?
E = allow students to *evaluate* their work?

Each unit in this study guide contains a culminating performance task to assess the degree to which students have achieved the desired results of that particular unit. The culminating performance task is also designed to provide students the opportunity to apply what they have learned in the unit in a real-world context.

The *Understanding by Design Handbook* (McTighe and Wiggins, 1999, page 140) provides useful guidelines for designing a performance assessment task. An authentic performance task has the following characteristics:

- It is realistic. It simulates the way a person's knowledge and abilities are tested in the real world.
- It requires judgment and innovation. A student has to use knowledge and skills wisely and effectively to solve a real-world problem.
- It replicates or simulates the contexts in which adults are tested in the workplace, the community, or the home.
- It assesses the student's ability to efficiently and effectively use a variety of knowledge and skills to negotiate a complex task.

The Understanding by Design Handbook uses an acronym ("GRASPS") to help teachers design performance task scenarios. The meaning of the GRASPS acronym is provided below.

G What is the goal of the task? What is it designed to assess?
R What real-world role will the student assume as he/she is performing the task?
A Who is the audience for the task?
S What is the situation that provides the context for the task?
P What is the product or performance that is required by the task?
S By what standards will the product or performance be judged?

Each unit in this study guide has a culminating performance task designed using the GRASPS acronym. McTighe and Wiggins (1999) suggest that teachers and curriculum designers identify the culminating performance task for the unit before they begin to develop a unit's learning activities. In this way, the goal of all learning activities is clear: to help all students develop the knowledge and skills to successfully complete the culminating performance task. This approach to curriculum design is often referred to as "beginning with the end in mind."

The UbD model strongly suggests that in performance-based instruction, we let students know—before they begin work on a performance task—what criteria will be used to assess the quality of a student's performance on that task. Thus, expectations are known to all, and there are "no surprises." For these reasons, a rubric or performance checklist accompanies the culminating performance task at the end of each of the three curriculum units in this guide.

Appendix B

The Dominican Republic: An Overview

This overview of the Dominican Republic's geography, history, culture, and people will help you place the primary source information in each of the modules in context.

Geography and the Land

The Dominican Republic, located in the Caribbean chain of islands between Cuba and Puerto Rico, occupies the eastern two-thirds of the island of Hispaniola. The Atlantic Ocean forms its northern coast, while the waters of the Caribbean wash its southern shores. The country of Haiti occupies the western one-third of Hispaniola.

Internationally known for its Spanish ruins, beautiful palm-fringed beaches, and lofty mountain peaks, the Dominican Republic is the second largest nation in the Caribbean, after Cuba. It is only slightly larger than Vermont and New Hampshire and about half the size of Ohio. It lies just 600 miles southeast of Florida and 68 miles east of Puerto Rico.

The Dominican Republic is one of the world's most topographically diverse nations. Its 19,386 square miles comprise more than 20 distinct regions with a remarkable variety of scenery: everything from lush tropical jungles, lowlands and valleys, tall mountain ranges, rivers and lakes, and semi-arid deserts to some of the most agriculturally productive land in the entire Caribbean region.

Santo Domingo, the capital of the country since 1496, is one of the Dominican Republic's four major cities. With a population of 2,411,895, Santo Domingo is a modern city and the seat of national power and administration. It is also the hub of financial and business activity, the home of the country's growing middle class, the site of the largest institution of higher learning, and the center of cultural attractions that include art galleries, libraries, museums, and concert halls.

The country's second largest city, Santiago (population 400,000), is located in the northwest part of the country. It is the Dominican Republic's agricultural center and the heart of the country's tobacco-growing region.

Situated on the southern coast toward the eastern end of the island is the city of La Romana, a provincial capitol. La Romana is probably the best example of a medium-sized city that mirrors the changes in the Dominican economy. Once the center of the country's sugar industry, La Romana is an example of the general trend of the Dominican Republic's movement from a sugar-based economy to a more diversified one. Unfortunately, it was devastated in 1998 by Hurricane Georges and its economic recuperation has been slow.

Puerto Plata, a northern coastal area is the center of the country's booming hotel and resort industry. Puerto Plata has a privately built and publicly run international airport, new roads, water facilities, and sewer systems. Because of the continuing growth of tourism, Puerto Plata's hotels and resorts are a major source of employment for Dominicans.

Climate

The Dominican Republic has a mild, subtropical climate that varies little throughout the year. Temperatures range from 64 degrees to 90 degrees F., and humidity is extremely high. Rainfall is generally moderate, except during the hurricane season. Rains are heaviest in the northeast and in the mountain areas around Santiago, where as much as 100 inches per year may fall. The rest of the country usually enjoys clear, sunny days with only an occasional evening or nighttime shower. The Dominican Republic averages 245 days of sunshine annually.

Hurricanes pose a great threat to the island. Routes and patterns of the hurricanes are unpredictable, but the greatest danger comes in August and September, when hurricanes can typically last two weeks. The rural areas of the country, with their simple dwellings of mud, thatch, and wood, are particularly vulnerable to the high winds and rain.

In 1998, Hurricane Georges battered the island of Hispaniola, and when the storm finally ended, 500 people in the Dominican Republic were dead or missing, 500 others were seriously injured, and 287,000 were left homeless. In addition, one-third of the country's schools were destroyed, and one-third were severely damaged. With losses amounting to $6 billion, the country is still recovering from Georges' aftermath.

History

Hispaniola was first settled by a group of native South Americans between 3,000 and 4,000 B.C. Nearly 3,000 years later, people from the Arawak tribe of Venezuela came to the island, settling on its eastern tip. More Arawaks arrived over the next centuries, gradually integrating with the original settlers. The original native peoples, who settled on the island and developed an agricultural society, called themselves the "Taino" (which means "good" or "noble). They used this name to distinguish themselves from the Arawaks (Rogers and Rogers 1999).

The Taino society was organized into small villages housing 1,000 to 2,000 people, with a village chief called a *cacique*. The chief could be either male or female. The villages were grouped into regional chiefdoms, each with its own leader. The Taino had no written language, so little is known about how they lived, other than that they were farmers, cultivating corn, sweet potatoes, beans, squash, cotton, and tobacco. By the time Europeans landed on the island in 1492, there were at least 500,000 inhabitants living in a peaceful and well-organized culture.

The island of Hispaniola has been a center of political struggles since the arrival of Columbus on his first voyage to the West Indies in 1492. Both Spain and France vied for control of the island and its natural resources (gold, silver, coffee, and tobacco) in the 16th and 17th centuries. By the end of the 18th century, Spain ceded to France all rights to one-third of the island, on its western portion, which today comprises the Republic of Haiti. The Haitians fought and won against Napoleon's armies, and Haiti became the second European colony (after the U.S.) to become independent from European colonizers in 1804.

In 1822, Haiti invaded the Spanish-speaking to the east portion of the island and ruled it for 22 years. On February 27, 1844, native revolutionaries in the eastern portion of the island, led by Juan Pablo Duarte, seized Santo Domingo. Independence from Haiti was declared and the Dominican Republic was born. After a brief return to Spanish rule, the republic was restored on August 16, 1861. Both dates—February 27 (Independence Day) and August 16 (Day of the Restoration)—are Dominican national holidays. Duarte is still known today as the "father of the country."

Today, the Dominican Republic is progressing as a free and democratic nation. A large number of political parties exist, and political speeches and demonstrations take place openly in the main streets. Politicians are able to campaign without being censored, and newspapers provide a relatively free flow of information for the people. On May 16, 2000, Hipolito Mejia was elected president, succeeding President Leonel Fernandez in a smooth transition of power.

The president, who heads the executive branch of the government, is currently elected to a four-year term by direct vote. A bicameral legislature, the National Assembly, is divided into the Senate and the Chamber of Deputies. One senator from each of the 26 provinces (and one from the National District of Santo Domingo) is elected by direct vote to a four-year term. The Supreme Court of Justice heads the judicial branch, and all judges serve four-year terms. All citizens 18-years-old or older, and those who are under 18 but married, are entitled to vote. Although there are approximately 20 political parties in the Dominican Republic, only three dominate: the Christian Social Reformist Party (CSRP), the Dominican Revolutionary Party (PRD), and the Dominican Liberation Party (PLD).

Population and People

Dominicans are comprised of a unique racial and ethnic mix. There are three main population groups in the country. Mulattos make up about 75 percent of the population, while whites and blacks represent 15 percent and 10 percent, respectively. Although the current annual population growth rate is approximately 2.7 percent, the population "skyrocketed" from 3 million in 1960 to 6.3 million in 1985 and an estimated 8.2 million in 2000.

The Dominican culture reflects the population's diversity. From the Spanish, the Dominicans have inherited their language, food, styles, Catholicism, an extended family united by a patriarch, and a view of human destiny that can be characterized by the phrase, "what will be will be." The roots of the most popular variety of Dominican music, merengue, can be traced to African and indigenous Indian cultures. An African influence is also apparent in Dominican folklore, social activities, handicrafts, and cuisine.

The population density is one of the highest in the hemisphere. About 40 percent of the population lives in rural areas in small, scattered communities of from 10 families to 200 families. The other 60 percent of the population live in the urban areas of Santo Domingo, Santiago, and the 28 other provincial capitals. It is estimated that another million Dominicans reside in the United States. The growth of Dominican neighborhoods, such as Washington Heights in New York City, has made a visible impact on the North American urban and cultural scene. Dominicans who emigrate still keep close ties with their relatives in the Dominican Republic, sending them money and material goods on a regular basis.

Life in the Countryside

Approximately 40 percent of the Dominican population still lives in the *campo* (countryside). Many homes owned by *campesinos* (farmers and tenants) are built with traditional materials such as the bark, leaves, and the trunks of the royal palm tree, as well as from stick frames covered with mud. Most lack basic services such as potable drinking water and electricity. A large number of campesinos work as tenants. Their wages are low, and poverty and illiteracy are common.

The farmers and peasants who live in the rural areas of the Dominican Republic confront many environmental challenges. In their struggle for arable land, many forests have been decimated. Successive governments have been aware of the needs of the rural poor, and efforts to address these issues continue to be a national priority.

The Economy

Agriculture, particularly the cultivation of sugar cane and the export of sugar, has been one of the mainstays of the Dominican economy. Farmers make up more than a quarter of the labor force. Sugar cane, coffee, cacao and various tropical fruits and vegetables are exported in large quantities, and are also sold in the local markets. Until the early 1980's, sugar accounted for nearly 50 percent of Dominican exports. In 1983, however, the international price of sugar fell to half the cost of production, resulting in an economic crisis. This situation stimulated major efforts at economic diversification, especially in the areas of mining, manufacturing, and tourism.

A growing number of assembly plants in free trade zones have lured foreign manufacturing firms to the Dominican Republic. Plants in these zones currently employ over 140,000 workers. Manufacturing in these zones contributed over $520 million to the national balance of payments in 1996, and 1996 annual exports totaled over $960 million.

While mining and manufacturing are important sources of income, the promotion of tourism still remains the major means of producing national revenue. Tourism has grown dramatically in recent decades with approximately 1.3 million visitors to the Dominican Republic's resorts today. The nation has more than 25,000 hotel rooms with more under continuous construction. Today, tourism has surpassed sugar cane in importance, and now comprises 13 percent of the Gross National Product (GNP).

According to Wiarda and Kryzanek (1992), the changing character of the economy from predominantly agricultural to one that is becoming more diversified has had a major impact on the country's demography. At the end of the 20th century, more people were living in urban than in rural areas. This trend has substantially increased the number of urban poor in the major cities of the Dominican Republic and placed an increased strain on the national social and economic infrastructure.

Education

Children in the Dominican Republic have access to primary education for 10 years. They are required by law to attend school for six years. The typical school day is three-and-a-half hours. Children study the traditional subjects of mathematics, Spanish, English, science, and history, and often participate in sports such as volleyball, basketball, and baseball.

In the campos, children must often walk long distances to get to school. Many rural areas are unable to offer all the necessary grades, and rural schools are in need of qualified teachers. Due to the cost of books and the need for money, some poor children are able to attend school for only a few years. Many parents need their children to care for younger brothers and sisters while they work. Others need their children to help earn family income. Only 70 percent of children between the ages of seven and fourteen actually attend classes, and many children are unable to continue their education past the eighth grade.

About half the nation's children go on to the six-year secondary schools. Of these, about 90 percent take courses that prepare them for college, and 10 percent go on to a vocational or training school. Most Dominican universities are privately owned and expensive. The state university, however, is inexpensive, and an increasing number of students are now attending its regional centers.

The Importance of Family, Friends, and Hospitality

Whether rich or poor, the importance of family to Dominicans cannot be overstated. In the Dominican Republic, family and extended family provide stability in the midst of political upheavals, economic reversals, and natural disasters. The trust, assistance, loyalty, and solidarity that kin owe to one another are important values in Dominican culture. From early childhood, individuals learn that relatives are to be trusted, cared for, and counted on.

Relationships with friends and neighbors are also very important. One Peace Corps Volunteer reported that "the people here really pull together to help out one another. The word 'neighbor' seems to mean a great deal more here. People know, care about, and help their neighbors." Another Volunteer reports that "people are willing to go out of their way to help you. Dominicans have such a richness about them that comes from the value they place on hospitality and relationships."

Despite the poverty that exists in the campo, Peace Corps Volunteers who work there report a certain "richness" of life that exists among the people. The importance of relationships, friendship, and hospitality are cultural norms in the campo. One visitor remarked that there seems to be an instinctive desire among the Dominicans to connect with people. Peace Corps Volunteers have said that, despite poverty, the campesinos always have food and a cup of coffee they are more than willing to share with neighbors and newcomers. They also have an extraordinary willingness to help anyone who may need assistance (whether this be with something as simple as giving directions or more complex like fixing roofs or moving furniture). One Peace Corps Volunteer noted that "you simply could not get along in life in the campo or urban barrios without relying on other people. Helping each other is part of their culture."

Religion

The constitution of the Dominican Republic gives all citizens freedom of religion. Although most of the country is Roman Catholic, Protestant and folk religions are also widespread. More than 95 percent of the people in the Dominican Republic are Roman Catholic. Every town, large or small, has its Catholic church. The Spanish brought Catholicism from Europe to the island in the early 16th century. In 1540, the cathedral of Santa Maria la Menor was completed in Santo Domingo. Six years later, the first archbishop of the islands was appointed.

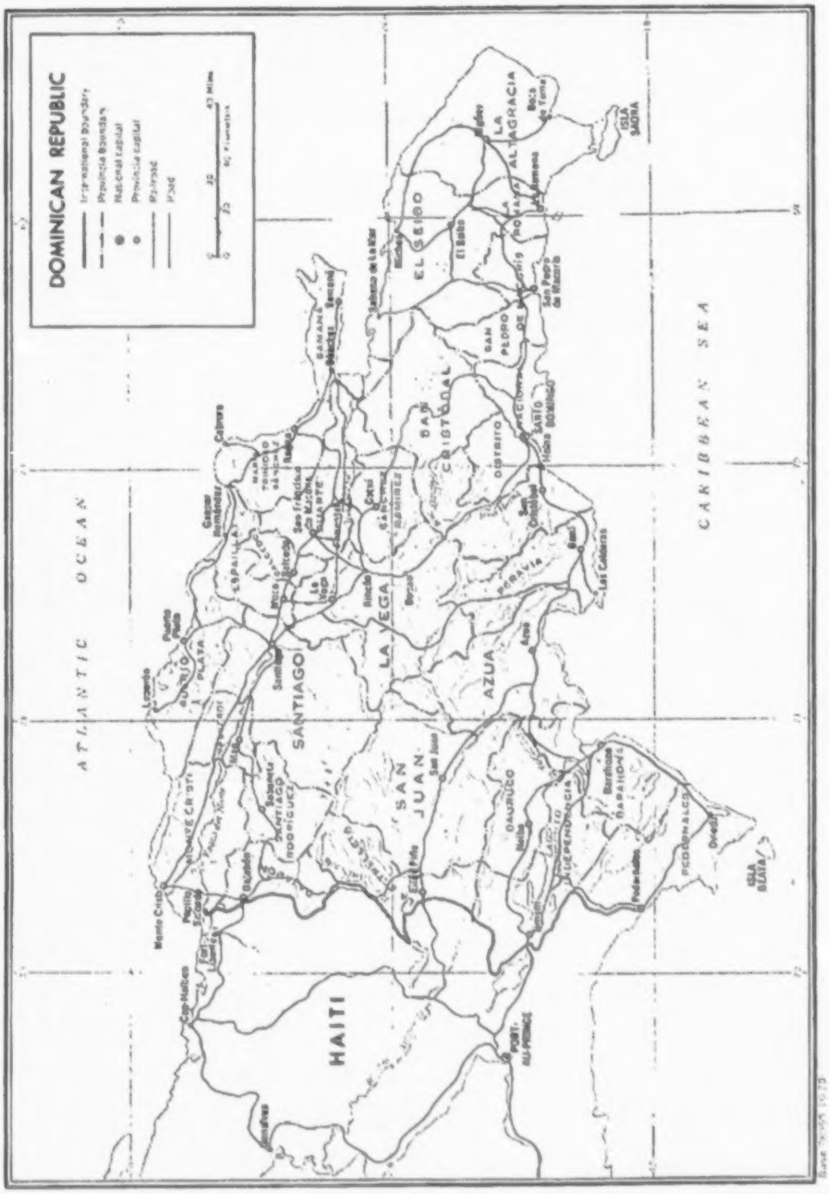
Peace Corps Volunteers note that religious celebrations are common. For example, each community has a Catholic saint whom it calls its "Patron Saint." Patron Saints are thought to protect the community and bring it blessings. Each year, communities across the Dominican Republic celebrate one week of "Patron Saint's Week" or the feast of "Patronales." Different communities celebrate their Patronales at different set times during the year. One Volunteer reports that Patronales is really a nine-day festival, a celebration for the Patron Saint of the campo. "The celebration includes special masses and is a time of community spirit. There are nine nights of musical entertainment, a competition to choose a queen, baseball and softball, speeches, skits, horse races, and lots of dancing every night."

Art and Music

The Dominican Republic is home to many internationally renowned artists, such as Clara Ledesma, Ada Balcacer, Yoryi Morel, and Jaime Colson. Quite a few Spanish-born painters, such as Jose Vela Zanetti, have become naturalized Dominicans.

Although very little Dominican literature is available in translation or distributed worldwide, a younger generation of Dominican-born authors living in the United States, such as Julia Alvarez (*In the Time of the Butterflies*) and Junot Diaz (*Drown*) are achieving international acclaim. Another celebrated Dominican author is Ramon Aristy, whose novel, *Over*, chronicles the lives of sugarcane cutters in the 1940's.

Music and dance occupy a very important place in the culture of the Dominican Republic. Among the most popular and universal dances is the *merengue*. Its appeal cuts across all social levels of the country, and some say it typifies the Dominican spirit. "I'm touched by *merengue*," Dominican artist Juan Luis Guerra has been quoted as saying, "because it's the music I have in my heart." Guerra could be speaking for Dominicans throughout every region of this small, complex, resilient, hospitable, and vibrant island country.


DOMINICAN REPUBLIC
International boundary
Province boundary
National capital
Province capital
Railroad
Road
ATLANTIC OCEAN
CARIBBEAN SEA
HAITI
PORT-AU-PRINCE
SANTIAGO
LA VEGA
SAN JUAN
AZUA
ESPAILLAT
PUERTO PLATA
SAMANA
EL SEIBO
LA ALTAGRACIA
SAN PEDRO DE MACORIS
SAN CRISTOBAL
DISTRITO NACIONAL
SANTO DOMINGO
PERAVIA
BARAHONA
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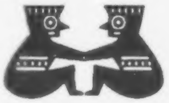

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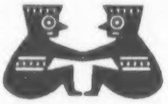

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Additional Resources and Information

Many of the books and albums listed are available for purchase on-line from *www.amazon.com.*

Students might want to search the following sites for information on the Dominican Republic and other Central American/Caribbean countries: expedia.com, about.com, britannica.com.

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